

# *Junior College Journal*

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**AMERICAN ASSOCIATION OF JUNIOR COLLEGES**

# JUNIOR COLLEGE JOURNAL

OFFICIAL ORGAN OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES

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# *Now and Then*



## IN THIS ISSUE



This issue of the *Journal* will bring to a close another pleasant year of association between *Journal* members, our contributors, and the Editorial Board.

We have enjoyed our portion of the job and hope that you, the readers, have enjoyed receiving the magazine.

\* \* \*

The May *Journal* is a convention issue. Speeches and reports from the convention which was held in St. Louis in March are included here. The remainder of the convention program will come to you in early fall.

## IN FUTURE ISSUES



The *Journal* will bring you more information about topics which interest you.

Perhaps you have ideas you would like to see tried in your magazine, ideas about content, format, or presentation. We shall appreciate your help in making the *Journal* a better magazine. If you have ideas about improving the *Journal*, write to us. We shall be glad to hear from you.

Meanwhile, the editorial staff wishes you a happy summer.

BERT KRUGER SMITH

# JUNIOR COLLEGE JOURNAL

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## What Shall We Teach?

WILLARD E. GOSLIN

IN MY younger days when I was a student in the field of physics, we used a concept that we called the "arc of change." The arc of change was a way to represent or picture the rate or degree or tempo of change in a situation under consideration. In the field of science, we applied the concept to such matters as the transfer of heat, the rate of oxidation, or the rate of erosion. This concept has served me many times as I have tried to gauge or understand the ebb and flow of the affairs of mankind. The concept is particularly helpful to a citizen of our times as he tries to evaluate the relationship of education to the social, economic and political changes of this century. When the tempo of change in any area is slow, then the arc of change depicting that situation is flat, or nearly so. When the tempo of change is rapid, then the arc of change is steep.

I was born at the beginning of this century. Each generation feels that it must contend with more problems and difficulties than any preceding generation. The truth of the matter is that those of us who have lived

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WILLARD E. GOSLIN, Professor of Education and Chairman, Division of Educational Administration and Community Development, George Peabody College, gave the following address at the annual banquet held during the 34th annual convention of the American Association of Junior Colleges. Dr. Goslin, who is Director of the Bureau of Intercultural Education, has held offices in the Association of School Administrators.

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during the past 50 years have had to contend with more changes in our social, economic, political, technological, and material world than any other group of people in all history. The arc of change in these areas in our times is the steepest in human history.

There have been long periods in the stream of human history when there was next to no change from one generation to the next. This audience is too mature for me to need to itemize the changes of our times. However, it will serve the purpose of this point for me to identify a few of the far-reaching ones of this generation.

I would remind us of the far-reaching impact of the change in the status of women; of the introduction of the

automobile; of the development of atomic energy; of the general acceptance of social security; of the development of and widespread use of radio, television, and the airplane; of the development of nylon, cellophane, hybrid corn, and electric refrigeration. To these I should add the disappearance of jobs for children and youth, unionization of labor, the mechanization of industry, and the tremendous upsurge in the use of electricity. To go further afield, one might properly recognize the rise of fascism and the spread of communism. Change—rapid change—in all of these areas and many more has presented this generation with a tremendous demand for adaptation and reaction. In earlier generations, it has frequently been possible for a people to practice the policies of their ancestors. But there are larger areas of our lives now in which that procedure won't work. No trails have been blazed before in many of the fields which I have just identified.

You may well ask "What does all this have to do with 'What Shall We Teach?'" I wish to suggest that during those long periods of history when the arc of social, economic, political, scientific, and material change was relatively flat, next to no one worried about "What to Teach." In our times you can get an argument about what to teach on almost any street corner. There has, perhaps, been no period in American history when there was

such widespread attention given to the questions of what to teach, how to teach, and whom to teach. Education is no longer the sole concern of the parent-teacher association. Private conversation among citizens in all walks of life is given over extensively to discussions about our schools. Civic organizations from the garden clubs to the American Legion and Rotarians appoint committees, and hold debates, pass resolutions, and carry articles in their magazines about education. The statements are pro and con. They are for and against. They represent all shades of agreement and disagreement.

Why all this attention to education? It is because we, the American people, believe that education makes a difference. In the period surrounding the adoption of our Constitution, we heard such statesmen forefathers as Washington, Jefferson, Adams, Franklin, Benjamin Rush, and others argue that the young Republic would have a chance for survival and development to the degree that it would foster the development of an informed and enlightened citizenry through a universal school system. Later we listened to Horace Mann and his contemporaries contend that the development of our people and the further extension of the American way would rest upon wider acceptance by the various states of their responsibility for public education.

I think this represented a distorted objective, but I went to a high school

where, in the upper right hand corner of the blackboard in the front of each room for a whole year, there was written this sentence: "Every day that you spend in high school is worth five dollars and forty cents." In our times, if we want to raise better calves or grow more corn on an acre, or kill fewer people on the highways, we turn to the schools to try to get the job done. We believe, as no people in all of history has believed, that education makes a difference.

During those periods of relatively little social, economic, and political change when it was relatively easy for all of us to stand together on most of the problems of the times, there were few differences and debates about what to teach. In our times with the arc of change very steep, it is so difficult for us to stand together that frequently we find ourselves both unable and unwilling to do so. If I had a blackboard here and could plot the arc of change in our times, I think I could show that if we would take nearly any tough, rugged, social, economic, political, religious, or even scientific problem of our times, that we, the American people, would be distributed as individuals and as clusters over the whole arc. Some of us have gone all the way around the arc of change on nearly any social, economic, or political problem that you can mention. Others of us have refused to alter our positions. The remainder, and the great

mass of us as a people, are scattered at various points in between. With our deep-seated belief in education, and with our understanding that education makes a difference, each cluster of American citizens, regardless of where they stand on one or another of these great issues of our times, wants the school lined up with them. They know, and they know very well, that if they can tilt the American school system in the direction of their particular point of view for a short generation, they can tilt the whole American scene. That is the reason for the tensions and issues and debates about education in our times. They stem out of the social, economic, political, religious, and material differences of our times. They have next to nothing to do with reading, writing, and arithmetic. However, they are infused and bolstered by the genuine concern of many of us about how well the schools are doing in these and other basic areas.

During those long periods when there was relatively little change, it was easy to determine what to teach. Not only was it easy to determine what to teach, but one could go on doing it generation after generation without making many adaptations. The faster the tempo of change, the harder it is to decide what to teach in the first place. In addition, the process is complicated tremendously by the fact that before one gets well started in carrying out a particular

program that seems to be valid at the moment, other changes of far-reaching nature are introduced into our culture. These changes, too, demand a re-evaluation of what to teach.

I assume that the American junior college, the youngest major segment of our universal school system, is so filled with vigor and vitality that it isn't even tempted to accept a role of complacency and tradition and stagnation. If the men and women who have to do with the American junior college propose to capture the potential of the moment for this institution, then they will be in the forefront of those leading the way toward a determination of what to teach in these times.

If one travels a highway without a curve, without misleading intersections and side roads, without confusing centers of congestion and population, then one has little use for a road map. However, if one tries to thread his way through a maze of highway and changing traffic, then he must by all means have some guides to go by. I believe not only that we are in the midst of an amazingly complex period of change which makes it difficult to reach decisions about what to teach, but I believe we are going to stay in such a condition for the foreseeable future. Therefore, it is imperative that we have some guideposts, some measuring sticks, with which to determine what to teach. I am presumptuous enough to suggest three:

First, we must determine what to teach by measuring how well our practices and proposals uphold the American concept of freedom and democracy.

Second, we must determine what to teach by measuring our content and method against our background of experience in order to make sure that we continue with those areas of information and skill that we have found to be necessary in the development of citizens for a free society.

Third, we must determine what to teach by making sure that our educational programs are rooted in the realities of the communities where the education takes place, and influenced by the conditions of our times.

I wish to discuss each of these for a few minutes.

First, our background of freedom and democracy. As I see it, we, as a people, need to teach and learn the history of freedom more than any other lesson that could possibly be taught to the American people and their children and youth. The history of freedom in our land is the most exciting segment of our development. We have too often obscured it.

I am interested in teaching about the Constitution, the series of presidential administrations, and the workings of our government. These are vital and valid pieces of information which every citizen of this country ought to have at his disposal. However, I am even more interested in teaching about how men brought the concepts of freedom to this new land and planted them here in a new soil.

I am more interested in teaching about how they worked for them, how they taught for them, how they prayed for them, and when the chips were down, how they fought for them. It's quite as important to *feel* about freedom as it is to *know* about it.

I would have the youth of this land understand that not a single settler citizen who came to America in the early days came from a land where there was free speech freely available to all of the people of that land. I would have them understand that religious freedom as we know it in America did not exist in the old corners of the world. I would particularly have our youth capture the understanding that free choice as to what one will do in life has been peculiarly developed and expanded in America. I would have them see how the concept of the free exchange of commodities and the companion concept of the free exchange of ideas have marched steadily ahead in this country.

The American junior college is in a peculiarly significant position in connection with a story of this kind. It has the American youth at a point of maturity when they are able to grapple realistically with such concepts and their application, both historic and current. We are in a period of great pressure on those who would teach, especially those who would teach about freedom. If the American junior college and the

people who are a part of it fail to capture the possibilities of making the framework of freedoms a reality in the lives of the young men and women of this country, then we will have missed our opportunity, and will not only have failed these young people, but will have failed our nation. If we use up all of our energies in training technicians or workers for the business world, and fail to help develop a generation of citizens for a free society, then we will have been guilty of burying our head in the sand and failing to see the possibilities of our times.

Perhaps a more imminent threat is the threat of fear. Too many of us are afraid to stand boldly in our offices and in our classrooms and challenge American youth to think through our system of freedoms in this land, and what it means to apply them to the problems and conditions of our times. American youth in the junior colleges of this land deserve a chance to look at all sides of such world-wide problems as ignorance, poverty, racial intolerance, advancing militarism, empire, and the threats of authoritarianism as practiced by both fascists and communists. American youth in their classrooms and from the stages of their auditoriums deserve a chance to examine the realities of both sides of the problems of labor and management. They deserve a chance to take a complete walk around the issues of public or private ownership of the

sources of power in this nation. They deserve a chance to learn about and to debate the relationships of religion, education, and universal military service to the possible welfare of the American system of freedom. They deserve a chance to know the insidious qualities and impact of the cancerous growth of communism, on the institutions of freedom, of free men. They deserve to have such chances in order that they can be informed. And on the basis of information and free inquiry they can make up their minds on issues involved in the true spirit and framework of the American concept of freedom and liberty. There has always been room in America for those who were so conservative as to appear reactionary. There has always been room in America for those who were so liberal as to appear radical. We had better keep it that way.

I refer back to my earlier statement that America believes as perhaps no nation has believed that education makes a difference. I believe that, and I believe that the difference to be made here is a difference between ignorance and information, and that information must not be confined to the narrow realms of mathematics and science and the bones of history. Enlightenment must be spread about the areas of human freedom and the march toward them that man has made in this nation and elsewhere. Our youth must learn more about the institutions and concepts that are

compatible with the fullest development of the dignity and the personality of each citizen in a free society. Therefore, when we turn to a decision as to what to teach, we ought to measure every item of content, every program that we propose, every method that we adopt with a measuring stick that will help us know whether or not it is in tune with our American concept of freedom and democracy. Such a measuring stick must be applied equally in a course in technology, one in cosmetology, one in American history, and one in English.

A second valid measuring stick that should be used by all of us is to take a look at the experience, history, and traditions of American education and to make sure that we pull out that background of experience and extend into the future those strands of education which we know to be requisite to competent citizenship in a free society. I am referring to such basic areas as reading, writing, and arithmetic. But I am also referring to the history of freedom and the geography of the world and the music of the ages.

The accumulation of knowledge is so great in many fields that it is no longer possible to teach a generation all there is to know. Therefore, we are constantly faced with the revision of the content of even our traditional areas of subject matter and skill. We need constantly to prune out those segments which have lost all or a part

of their usefulness and replace them with emerging knowledge and skills that are more applicable and more useful to citizenship in our times. More than that, we need to recognize that individuals of capacity and imagination teaching school in a free society will steadily evolve better methods and procedures. These improved methods and procedures should be applied in the classrooms of this country. Those of us who are administrators and leaders in American education should encourage teachers to ferret out and apply new techniques and procedures as they emerge on the educational horizon. It is a strange commentary of the American mind and a reflection on our relationship with the American people to observe that we wait impatiently for a new model in automobiles every year, and yet often are prone to reject a new and improved procedure in the field of education.

Our most traditional and long lasting areas of emphasis are also subject to change. From the earliest colonial days we have placed great dependence on the capacity to read as one of the primary tools of citizenship in this country. I wish to point out that for 300 years citizens on this continent could depend upon reading as the main channel through which to gain information and insight into the various issues and problems which would confront them. Now in the last 30 years we have developed forms of

communication that are so widespread in application and so tremendous in their impact that to leave the American people without acquired skill in their usage is to leave our whole system of freedoms wide open to the worst forms of demagoguery and authoritarianism. It is already clear that we have large portions of our population who get more of their information and their misinformation upon which they make up their minds about important social, economic, and political issues from what they see and hear than from what they read. This is no argument against reading. It is an attempt, however, to call attention to the fact that ours is a changing, developing culture, and even such long-existing areas of information and skill as are represented in communication by our attention to reading, writing, and arithmetic must be subject to re-evaluation, subject to additions, subject to new emphasis from time to time. Therefore, today the American school system not only must teach children to read, and read with understanding and discrimination, but it must help teach generations of Americans to look and listen with understanding and discrimination. I know of no segment of our school system that is in a better position to make an outstanding contribution in this area than the American junior college.

The third measuring stick which I wish to suggest to any community

that is trying to determine what to teach is to measure each phase of its educational program in terms of how well and deeply rooted it is in the life and needs of the community where the education is taking place. We must also hold our educational program up against the backdrop of the issues and affairs of our times to see whether or not it is related to the throbbing pulse of the affairs of men. It is my conviction that the American junior college is making great strides in the direction of this third area of emphasis. More and more we hear the institution called "the community college." We find it teaching the skills and competencies needed here and now in American life. This is good. Unless education is rooted in the realities of the community where it takes place, and unless it is sensitive to and working at the ebb and flow of the affairs of men, it will crystallize into a kind of artificial, academic exercise and thereby remove itself from any great impact on the general welfare.

As we have said before, the American junior college has American youth at a point of maturity where they can grapple realistically with the affairs of their community, their nation, and their world. Therefore, when we teach the American youth to be technicians or prepare them for places in the business and commercial world or help them get ready for the next steps in higher education, we need to make

certain that we do all of these things in a setting under influences and by means that will help them constantly to relate and evaluate their technology, their business procedures, and their educational accomplishments against the social, economic, and political need of our time. To do anything less than this is to turn out a group of workers in a business world who see business as an end in itself, rather than an avenue of service to a free people. To do less than this is to prepare individuals for the higher reaches of learning with knowledge and position as their limited objective.

Education needs to be different in California and Louisiana and Maine and Minnesota. It also needs to be different because communism is trying to encompass the world. Because the teeming millions of the East are trying to find their way toward freedom.

These things I have tried to say.

By way of general orientation, I have suggested that we live and teach in the period of the most rapid change of any time in the history of civilization. This fact alone has tremendous implications for "What We Teach." With the citizens of the world differing so widely, and the citizens of our own nation arranged at such varying points about social, economic, political, religious, and material issues, it is increasingly difficult to decide what to teach, how to teach, and whom to teach. In the midst of such a period,

we are especially in need of guideposts. I have attempted to suggest three. I believe each community should use them or similar measuring sticks, in their attempts to determine what to teach.

I suggest first that we see how well the things we teach, or what we propose to teach, undergird and extend and strengthen the whole cluster of freedoms and free institutions which constitute the American approach to life.

Second, I suggest that we check up and see how well we have ferreted

out the most important strands of education as we have developed them in our past experience and how well we have extended them toward the future.

Finally, I have suggested that education is artificial, theoretical, academic, and relatively useless unless it is rooted in the realities of the community where the education takes place, and unless it is related to and influenced by the ebb and flow of issues and problems of the time of which it is a part.

## Current Issues in National Legislation For Education

FRANCIS J. BROWN

IN PRESENTING the "Current Issues in National Legislation for Education" it is necessary that current legislative proposals and developments in Washington be evaluated in terms of two long-range factors that have tremendous significance for all education and one that has special significance for the community college. This is the potential increase in school enrollment which has already begun at the elementary and secondary school levels. The second is the climate of investigation which has serious import for the continuance of freedom to learn and freedom to teach.

You have read much of the expanding population. Let me illustrate it graphically by several terse statements. In 1935 a baby was born in the United States every 13.6 seconds. During 1953, a baby was born every 8 seconds. If 1940 is taken as the base, and the percentage of change projected to 1960 using present trends, there will be in 1960 73 per cent more babies and children under 10 years of age than there were in 1940. In the age group embracing

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FRANCIS J. BROWN, Staff Associate, American Council on Education, presented the following talk at the American Association of Junior Colleges Convention in St. Louis. He is the author of *Educational Sociology* and of *One America* and serves as Executive Secretary of the President's Commission on Higher Education and as National President of Kappa Phi Kappa, professional educational fraternity.

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secondary school and college age 15-25, there will be an increase of approximately 25 per cent. At the other end of the age group the percentage of increase of those 55-64 will be 48 per cent and of persons 65 and over, presumably retired, will be 75 per cent.

When these percentages are translated into numbers, it will mean an increase of high school enrollment from the present 7,500,000 to approximately 13 million by 1970. Paralleling these numbers is a further factor of equal importance. In 1900 only 1 in 10 students of high school age entered high school and 1 in 20 graduated. Today more than 8 out of 10 persons of high school age are in our secondary schools, and 55 out of each 100 graduate. If this ratio con-

tinues, it is estimated that within another decade 93 per cent of all students of high school age will be in our secondary schools, and 75 per cent will graduate.

In terms of college enrollment, similar trends are evident. In 1900 only 4 out of each 100 young people of college age enrolled in our institutions of higher education and 2 graduated. Today 25 out of each 100 of college age enroll in our colleges and universities and 12 receive the bachelor's degree. Combining this trend with the increase in numbers of young people who will shortly be of college age, it is conservative to estimate a college population of 3,000,000 by 1960 and 4,000,000 a decade later.

These facts raise a serious question for all of higher education. There are at least three alternatives: one is that proposed by the President's Commission on Higher Education that all students with the intellectual ability to continue in college and whose education is in the national interest should have the opportunity to do so. Based upon a careful statistical study of the youth population, the Commission concluded that approximately half of the college-age population have the ability to continue through two years of college and approximately one third to continue through a four-year program. On this basis, and prior to the further increase in the birth rate which has occurred since 1945, the Commission estimated

that college opportunities should be available to 4 million students on the undergraduate level and 800,000 at the graduate and professional level. This was not a prediction but only an appraisal of the potential. Even if it had been a prediction, it may not be far wrong by 1975.

A second alternative proposed by the Commission on Financing Higher Education would be to restrict college enrollment to those in the upper quartile of the graduating class of our secondary schools. Subtracting those who have no desire to go to college, Hovinghurst estimates that this policy would hold college enrollments to approximately 15 per cent of the students of college age and would involve no expansion in our institutions of higher education. The third alternative has been proposed by Dr. Colvert: to extend universal education through the junior college years and become highly selective above the sophomore year.

Personally I do not believe that any national philosophy can be formulated for all of higher education in the United States. There is one fact which cannot be questioned; the increase in the number of births which began in 1935, rose sharply from 1940 to 1947 and now has reached the all-time high of 3,980,000 in 1953 will increase the number of young people of college age from the present 8,800,000 to 11,000,000 in 1960 and 15,000,000 by 1970. It is the respon-

sibility of each institution to appraise the extent to which it will seek to serve these increasing numbers in the light of its own purpose and its present and potential resources.

#### SELF APPRAISAL

From the point of view of each individual institution as I have indicated, this involves a careful self appraisal. Does your institution plan to retain its present enrollment or expand to meet the needs of the increased number of young people? If so, to what extent will your institution seek to participate in this expansion? What steps should be taken *now* to be prepared for the time—actually already begun with an increase in enrollment each of the past two years—when the greatly increased numbers of children will be students at the college gate?

It would appear inevitable that the community college will continue to expand to a much greater degree than the four-year institution or the graduate and professional schools. The major problem will be that of closer coordination between the program and curriculum of the community college and that of higher education for the years beyond the termination of the junior college.

As you know, the Commissioner of Education has asked Congress for \$1,500,000 to finance a conference on education in each state to be followed by a White House Conference. The

American Council on Education is cooperating with the Office of Education in order that higher education may have thought through its problems prior to their participation in the state conferences.

There is another aspect of the changing population that must increasingly concern our institutions of higher education. I refer to the unprecedented increase in the number of persons above 65 years of age—a number that will continue to rise with each new advance in medical science. Six months is added to life-expectancy each year. Within the next decade, the number of persons age 65 and over will increase from 13,000,000 to 17,000,000—an increase equal to the entire population of Chicago. What responsibility does the community college have to develop lasting interests that will enrich the lives of present students when they reach these advancing years? Do the community colleges have an obligation to provide adult education for those who are now reaching the age of less active responsibilities? Should specific steps be taken to permit persons to continue to hold positions of responsibility longer than the traditional retirement age of 65? If so, should the community college provide specific programs designed to prepare this age group for employment in another field than the one from which they retire? Should the community college accept responsibility for the educa-

tion of women whose families are grown and who wish to return to employment?

The second underlying factor is the atmosphere of investigation which has affected many aspects of American life including that of higher education. It is a modern version of the long issue between those who have faith in the people and those who have lost that faith and would seek to impose the judgment of the few upon the will of the many. This session of Congress has already appropriated \$769,000 for its Committees to investigate presumed subversive activities.

At the moment, one of the major areas of Congressional investigation is of foundations and similar non-profit organizations. Some of you have received letters from the Committee. The Resolution authorizing the investigation is as follows:

"The committee is authorized and directed to conduct a full and complete investigation and study of educational and philanthropic foundations and other comparable organizations which are exempt from Federal income taxation to determine if any foundations and organizations are using their resources for purposes other than the purposes for which they were established, and especially to determine which such foundations and organizations are using their resources for un-American and subversive activities; for political purposes; propaganda; or attempts to influence legislation."

In an effort to determine the pro-

cedures and purposes of the investigators, the American Council on Education arranged a meeting of several of the staff of the Committee with representatives of a number of educational organizations with headquarters in Washington. The staff indicated that it was their hope to conduct the study on a factual and unemotional basis and that they hoped to be able to determine the policies of foundations in distributing funds and in aiding young scholars. Worthy as these motives may be, the question may well be raised as to the wisdom of any governmental agency's seeking to shape educational policy when no public funds are involved and when such an investigation has little if any relevance for legislation. On February 12, the President authorized the Reece Committee to have access to the tax returns filed by religious, educational, charitable, scientific, and other nonprofit organizations exempt from federal tax. Such returns can be released only on direct order from the President. This action may be to provide a cross-check on statements submitted to the Committee, or it may have other motives.

Frankly, I am not too concerned about this investigation or others as to what the direct results may be. Higher education has long demonstrated its commitment to the ideals of democracy. But I am concerned in the present atmosphere which, regardless of facts, seems to encourage

an attitude of anti-intellectualism. It is true that this is another of the recurring waves which have intermittently sought to inundate those who sincerely believe in freedom to teach and freedom to learn: the long drawn out trial over evolution that was reported to have been given more newspaper coverage than any other event in time of peace except the Lindberg kidnapping; the period of Martin Dies' un-American Activities Committee; and others which could be cited. But the current period of international tension as well as the political factors involved, have given what appears to be a greater measure of public support than heretofore.

#### SAFEGUARDS NECESSARY

Safeguards to academic freedom are necessary. But these safeguards exist within the framework of law and within the policies of our educational institutions. They exist even more on the positive side—the development of a climate within each institution which accepts the basic principle that freedom and responsibility are correlative terms—the one to exist in direct proportion to the other, for freedom *is* responsibility.

It is in this two-fold atmosphere of expanding need and increasing pressures that we must evaluate current trends in legislation.

In the field of federal-state relations, the Washington scene today presents a strange inconsistency. Bills

to extend the life of the Commission on Inter-governmental Relations—primarily federal-state relations exercised through the 72 grant-in-aid programs—have been passed by both House and Senate and are awaiting the President's signature. The bills provide a six-months extension of the life of the Committee to March 1, 1955, with the instruction that its report shall be submitted prior to this date. It is not yet clear, especially since the resignation of Dean Manion, what the position of the Commission will be.

While the Commission is making its studies, the President has announced a number of basic policies which would entail the continuance, and in some instances the expansion, of Federal grant-in-aid programs. These include an expansion of the Hill-Burton Act for construction of clinical and other health facilities, aid for school construction, a proposal to insure certain types of health insurance programs, the expansion of social security benefits, and specifically in the field of education, to provide federal grants for the proposed conferences to which I have already referred.

This confusion is further compounded in that the Commission on Inter-governmental Relations is urging each state to appoint a State Commission on Inter-governmental Relations to study the operation of grants-in-aid within the state, includ-

ing aid to education. Eighteen states have now established such Commissions. The conferences on education recommended by the Administration are likewise to study needs and the bases of Federal-state relations which will best meet these needs.

#### BUDGET APPROPRIATION

Another aspect of Federal legislation and one that is becoming increasingly significant is the budget appropriation. In the 1955 budget presented to Congress by the President, providing funds for the fiscal year beginning July 1, 1954, no reduction is proposed in funds appropriated to land-grant colleges, a reduction of more than a million dollars is recommended in vocational education, and a slight increase is proposed in the funds recommended for the Office of Education. This increase is specifically allocated to consultative services with regard to the education of children of migratory workers, improved statistical services, and an improved publications program through the Office of Education; \$300,000 for the expenses of a proposed Advisory Committee on Education to the Secretary of Health, Education, and Welfare—the Committee has not yet been authorized by Congress—and \$2,000,000 for the state and national conferences on education. The President also proposed the continuation of funds for education exchanges and the National Science Foundation.

The Congress is now considering the President's recommendations, and there is no assurance that they will be accepted. There are, however, specific and discouraging indications of the attitude of this Congress. The House has passed the measure authorizing the expenditure for the conferences but has cut the amount by 50 per cent. Funds for the State Department to carry on its exchange program are in serious jeopardy. The House Committee on Appropriations has reduced the administrative funds for this program from the \$7,500,000 recommended in the President's budget to \$1,400,000. If this reduction is supported on the floor of the House and by the Senate, it will be administratively impossible to continue many aspects of the current exchange-of-persons program.

At a time when the interpretation of basic concepts of democracy to the peoples of the world is more vital to security and to world peace than ever before, the reduction in this program is extremely serious. The appropriation must of course be acted on by the full House and by the Senate, and some measure of these funds may be restored, but whether the restoration will be sufficient to continue an effective program is a very serious issue.

The study by the Office of Education of enrollments of veterans under Public Law 550 and of non-veterans has not as yet been completed. Pre-

liminary returns indicated, as quoted from the press release, "Male Korean veterans who enrolled in college for the first time this fall followed the general pattern of male non-veterans in choosing between private and public institutions and between low tuition schools and those with higher rates."

Thus far no bill has been introduced into this Second Session of the Congress dealing with the basis of payments to veterans under Public Law 550. Thus the only legislation new before Congress is the Springer-Nixon Amendment which was passed by the Senate during the First Session of this Congress, was not passed by the House, and was not included in the report of the Joint Committee. This amendment would reduce by \$30 a month the present payments to all veterans and would pay up to this amount to the institution in which the veteran is enrolled, provided such payments are no more than the institution charges a non-veteran similarly circumstanced.

#### BASIC QUESTIONS

Regardless of whether the final report of enrollments from the Office of Education substantiates or modifies the findings of the original study, there are basic questions to be resolved in any legislation which would split the payment between the veteran and the institution rather than, as now, making the payment only to the

veteran. One is the extent to which such divided payment is in the best interest of the veteran. A second is whether such payments directly to the institution constitute Federal Aid to education. The third and a very important issue is the extent to which such divided payment would entail even more supervision and control of the educational institutions by the Veterans Administration than exists under the present law.

This last is by no means an academic question. Only last week I spent two days with representatives of the VA and of its Advisory Committee. The VA has instructed its educational benefits representatives to visit each institution of higher education once a year and other types of educational institutions more frequently. Check lists which the benefits representative takes with him include questions on enrollment; attendance, progress and conduct; charges to the veteran and to the VA; and then includes this significant question: "Does the survey disclose any instances where the school or the veteran failed to meet or violated any other provision of Public Law 550?" This blanket phrase while based exclusively on the payment to the veteran, certainly carries with it the potentials of control. Personally I doubt if many problems will arise relative to courses in colleges and universities approved under the provisions of the Act for credit courses, but there may be a

considerable number of areas of disagreement between the institution and the state approval agencies on the one hand and the VA on the other relative to noncredit courses. If the VA made direct payments to the institutions, there seems little doubt but that inspection and potential control would be all the more serious.

I should like to add a word of caution to all educational institutions. The VA Educational Benefits Representatives have visited a total of 167 colleges and universities. Discrepancies due to the failure to comply with all of the requirements of Public Law 550 were found in approximately one third of these institutions. These discrepancies were referred to the State Approval Agencies; they were largely in the noncredit area and included such things as failure to keep accurate records of attendance and progress, instances in which the institution failed to report to the VA the interruption or discontinuance of the veteran in his educational program, or did not report changes in the veteran's program which affected the amount of his monthly payment from the VA. These appear to be minor details, but they are regulations pertaining to noncredit courses which are prescribed by *law*, not by the VA. Persons responsible for veteran enrollment in educational institutions would do well to re-read Sections 253 and especially 254 of Public Law 550 and take every precaution to comply with

the provisions of Public Law 550.

On January 1, 1954, there were 256,441 veterans enrolled in our institutions of higher education. Of this number, 8,000 were under the authorizations for disabled veterans. Only 97,860 were under Public Law 346 as compared with 179,000 a year ago; this number will rapidly decrease as the law expires in 1956. A total of 150,506 veterans were in college under Public Law 550 as compared to only 43,000 a year ago. Early estimates were made that not more than 300,000 veterans would be in training and education under P.L. 550, of which 100,000 would be in institutions of higher education. Already some 254,000 are enrolled, with a little more than half in college. The VA budget for fiscal 1955 provides for an enrollment of 400,000.

The number of veterans who will be eligible for the benefits of P.L. 550 is indicated by the fact that from the reactivation of Selective Service on August 25, 1950, to April, 1954, a total of 1,643,433 persons will have been inducted into the Armed Forces. This is exclusive of those in the service on August 25, 1950, and of those who volunteered.

At the end of February the Housing and Home Finance Agency had received applications for college housing totalling \$260,000,000. Of this total amount, \$93,000,000 had already been approved and the loans made; another \$45,000,000 had been

reserved for specific projects, leaving an unallocated balance of only \$11,500,000. The Treasury has authorized an additional 25 million for fiscal '55 bringing the total which can be lent between now and June 30, 1955, to \$36,500,000. The funds already allocated and reserved will provide housing for approximately 40,000 students. A number of the approved applications have been for housing facilities in junior colleges.

#### HOUSING NEEDS

It is obvious that this \$36,500,000 remaining will not meet housing needs. The Council's Committee on Relationships of Higher Education to the Federal Government has requested the release of the remaining \$125,000,000. However, it would appear that the expansion of construction for student housing will be through the utilization of private banking interests working cooperatively with the Housing and Home Finance Agency. As of February 28, private interests have taken up approximately \$36,000,000 in bonds resulting in this equivalent reduction in requests to the Housing and Home Finance Agency. In a number of instances, private banks have picked up the bonds for the first 20 years, the government holding them for the last 20 years of the total 40-year amortization period. Soon a number of us will meet with representatives of private banking interests and of the Housing and Home

Finance Agency to explore ways through which the Agency and private interests can cooperate to provide adequate funds for student housing with both interest rate and period of amortization identical to that currently available through the Housing and Home Finance Agency. Any increase in the interest rate or decrease in the period of amortization must be vigorously opposed.

It is well for institutions to begin now to explore the extent of their housing needs and how such needs are to be met in the years of expanding enrollment which may be too soon upon us.

Another very significant area of relationship between educational institutions and Federal agencies is that pertaining to manpower. Several months ago it appeared that there would be real pressure to procure the enactment of a bill to provide universal military training during this session of the Congress. This does not now appear probable primarily because of the very careful analysis and highly significant report of the Office of Defense Mobilization which urged that no action be taken relative to universal military training until the whole problem of reserves could be studied in detail and a comprehensive system of national defense including both military and civilian manpower be developed. Studies of the effective utilization of reserve forces of the means for induction of individuals

who are on reserve in event of national mobilization and of ways to maintain the balance between military and civilian manpower requirements are under way. It can now be stated quite categorically that no effort will be made to press for universal military training legislation at least in this session.

It now appears that the total military strength will be gradually reduced to a figure somewhat under 3,000,000 by 1956. This raises basic problems regarding ROTC so long as Selective Service requires mandatory military service. It may be possible that Selective Service can be relinquished after the reduction in force has been achieved. Many factors will, of course, influence this decision.

Liberal introduction of several bills which would provide substantial relief for parents whose children are in college or are otherwise still dependents and for individuals who have reached retirement age, has been made. The first would permit the parents to continue to deduct the \$600 for a dependent even though the individual earned more than \$600 and provided only that his earning was not in excess of more than half of the cost of his education. The student would, of course, be required to pay his own income tax on the amount he earned above \$600. The provision for persons reaching retirement age would allow for an automatic deduction of earned income regardless of source

in addition to the present \$1,200 deduction applicable to persons 65 and over. These bills are involved in the whole legislative change in the tax structure, and it is as yet too early to predict the outcome of these proposals.

One other area of legislation is of interest to all of us since we will all arrive at the age of benefit; namely social security. It would appear that the new legislation will include optional extension of coverage to all public employees of states and their instrumentalities and that there will be some increase in the amount of earned income permitted with Federal social security benefits still received.

These are the bills on which action will probably be taken, many others have been proposed: A new bill to provide royalties to education for oil outside the continental shelf; federal financial assistance in the handling of delinquency problems; extension of library service; aid for various types of special education—these are but a few of the bills which will undoubtedly remain inactive and die with the adjournment of this Congress.

Higher education faces tremendous problems in the years immediately ahead. No single formula can be devised to meet these needs. There is need for intensive and cooperative appraisal of every potential both in terms of finance and of staff. Each institution must now appraise its own

role. There is need for more effective state-wide planning than has yet characterized higher education. Time is running out lest our institutions be as unprepared to meet the expanding enrollment of the years ahead as they were to meet the insurge of veterans

in 1946-47. In the same courageous spirit in which higher education has met its problems in the past, I have faith that it will meet the problems of tomorrow. In meeting these problems, the community college, free of traditions, will take the lead!

## My Chief Concern

FREDERICK J. MARSTON

TO ANYONE who clings to the notion that America has been unique in evolving an intricate array of educational associations in which the membership although voluntary takes free collective action for the group, the American Association of Junior Colleges must seem to be a pretty rugged institution. It has outworn many anvils of criticism against which it has been hammered for a third of a century. Without being unduly critical, one may nevertheless observe that there is often a tendency for a national organization to stray away from the path of centering attention on the welfare of the students whose tuition and fees contribute to its existence.

During this past year every effort has been expended to vitalize the committee structure so that the administrators who participate may become increasingly efficient in their own schools in order that students may learn better. The organizational machinery must be regarded as a means to an end and not an end in itself, but it should be geared directly to the needs and best interests of young men and women. The talented

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This address by FREDERICK MARSTON, immediate Past-president of the American Association of Junior Colleges, was given at the American Association of Junior Colleges Convention in St. Louis. Col. Marston is Dean of Kemper Military School in Boonville, Mo., and has written articles previously for the Journal.

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executives who have contributed their time and skill to the junior college cause during the past 33 years have all been joined in the determination to influence students away from the mystic lure of the figure four in college education, but even yet the junior college is not always mentioned by name when institutions of higher learning are listed. This Association has listened for more than a quarter of a century to the pontification that the junior college movement is the fastest growing educational development of the century. Even though national conventions no longer hear definition after definition as to what this bumptious youngster is, this Association must see to it that the junior college acquires a status of its own. The status of any institution is of prime importance to those who attend it. Perhaps too little stress has been placed

on the simple truth that because of compact intimacy the junior college can offer two years of college educational experience to high school graduates who otherwise might not get it.

There is such a thing as a two-year institution. "Junior" does not indicate inferior any more than, as some critics aver, "community" suggests that this type of institution is interested merely in terminal courses which do not have academic respectability. The junior college is not an anemic replica of something. Its obligation is to fulfill the only worthwhile objective that any college can have: changing young people, by the learning process, into responsible men and women.

Years ago many speakers spent too much time trying to prove that junior college graduates do better in the university than those who take their first two college years within the ivied walls. More profitably aggressive evangelism could have been exerted to get universities to inject the general education of various curricula into the freshman and sophomore years. The practice still remains of dropping humanities courses in three-hour doses into the setup whenever the technical courses seem not to take all of a student's time.

In 1927 it was as difficult to get public school men with the ascending 13 and 14 grades into the fold of membership as it is to get private executives to participate in pre-con-

vention planning now. In the subsequent days of a healthy balance between the two types of schools, the Association became too eager to make sure that the programs were pitched to all ears. One private school luncheon featured 10 speakers: one from each of nine different kinds of privately controlled or church related institutions and one from a national magazine there to proclaim the value of advertising in her journal. There should be no retreat from the concept that every school paying \$60 per year, irrespective of enrollment size or organizational form, is entitled to hear something of benefit to the students of that school, but this is best made possible through serious searching in representative committees for common problems of mutual interest.

#### STUDENT STATUS

These three pre-war problems of achieving status for the sake of the students, improving transfer relationships with universities to assist the students, and, in national conventions, giving every college something to help the students have been discussed merely because they are symptoms of the host of problems confronting this Association in 1945. At that post-war period responsible leaders were asking themselves: "Who are the junior college students? What educational services do they need? When and where shall they be taught? How shall their teachers be trained? Who shall pay

the bill?" Six areas were chosen for research committees, and for the most part these committees are still performing satisfactorily in identifying problems demanding thorough research in the fields of Administration, Curriculum, Legislation, Student Personnel, Teacher Training, and Editorial Activity. When projects are approved by the Board, the Director of Research undertakes to carry through the research or to find others who will do so. Those studies found worthy are published and distributed to the membership.

From the beginning many were dubious lest the committee structure cause the Association to outgrow its financial potentialities. Much good resulted from special summer sessions, but in the past few years without large financial resources to subsidize these conferences, most of the work has been accomplished by correspondence, by short get-togethers at the annual convention, and by assembling only the chairmen when the Board holds its summer meeting. If the committees meet as often as they should in order to consider the research to be sponsored, they inaugurate more services than the Association at present can finance; and if they do not meet, they naturally produce nothing. Realizing that their research function has been limited, they have stressed their service possibilities and have assumed great significance in convention programming.

With summer assemblies impracticable, an attempt was made to have a half-day gathering of the full committees immediately after the annual convention to plan for the new Association year. This excellent proposal did not fare too well because the choice of the nominating group for president preferred to wait until he was formally inducted into the chair of authority before replacing on the committees those whose terms had expired or who had been elevated to elective positions. By the time that he was duly installed, his appointees had made their arrangements to leave.

#### COMMITTEE STRUCTURE

This past summer the Board appraised the committee structure, gave extensive consideration to its improvement, and even consulted the Constitution to ascertain if there were any legal restrictions as to the number of members, the regions from whence they come, the type of school which they represent, or the length of terms which they are to serve. No legal barriers were found. Committees may be appointed for ad hoc purposes or as standing committees by the president, by the Board of Directors, or by the convention as a whole. Immediately, fortified by the sincere conviction that the vitality of this Association depends in part at least on its willingness to carry on critical self-studies, the officials boldly set to work. High calibre people from practically every state

have been appointed in an effort to put the committee structure into better functional shape than it ever has been.

The inequities of regions have been removed by giving to the North Central and the Southern representation somewhat in keeping with the 140 memberships which each of these larger regions holds in the American Association. The balance between public and private delegates has been restored. Terms have been staggered to promote continuity by the simple procedure of having the officers of the present year appoint a sufficient number of those who will begin their service in 1954 to give every committee its full complement of personnel for next year. Stand-by members have been asked to be present to replace any absentees so that there will be enough strength to guarantee profitable discussion. The affirmative response of more than 80 educators to the initial invitation to serve with the discussion groups sponsored by the committees indicates the absorbing interest in seeking solutions to the problems proposed. This convention and the Association age certainly not in the hands of a limited hierarchy. Obviously, the structure must never be allowed to become so complicated that an accountant may have to be employed to assure statistical accuracy.

When it became painfully apparent through a spot check that there are

many who neither understand the committee structure nor know anything about it, the officials decided to center this convention around the committee organization. The *Junior College Journal* and the *Newsletter* have given extensive publicity to committee personalities. At this conclave the Association members will see how their organization is operating and will be able to appraise its accomplishments. It makes not the slightest difference whether there be 6 committees or 60 or whether the membership of each group be 8 or 80. The main point is to get active representation and constructive participation from as many people as possible on issues and problems which are important. The members of this Association should determine which activities are productive and which should be discarded. Those who contend that the committee system saved the American Association in the days of its adversity will never rest until companion committees have been formed in every one of the six regions. This further extension of the grassroots system will provide additional judgment as to whether these committees are correctly named and are working on projects and problems which represent the true interests of the junior colleges.

#### PROGRESS MADE

Such parallel groups have been created, and considerable progress has

been made. The North Central Junior College Council is fully organized and functioning on this basis. New England has appointed representative people in its Council for each of the committees. The Southern Association voted unanimously at its December meeting in Memphis to set up a similar structure. The Northwest Association decided in the same month in Seattle to follow the same plan. California has all of the committees represented in the American Association. The Middle States Association is progressing with its work on this type of organization. Even some of the state groups have followed suit. The junior colleges of Iowa, for example, not only are functioning with these committees, but even are holding a week's workshop each June at the State University to consider problems of moment to the colleges, their teachers, and their students.

It remains for the individual schools in the state associations to determine whether the materials produced by the committee system are of benefit to the students. The junior college administrators of Missouri join with their forward-looking brethren directly to the North in offering their services in surveying any and all committee findings and in appraising them in terms of their use in the education of young men and women. In its November issue on teaching the

*Junior College Journal* offers an excellent example of such aid. Every article is applicable to classroom situations and the improvement of instruction which junior colleges modestly claim is the best already.

The chief concern of this Association should be that every research study it undertakes or sponsors, every publication it prints, every workshop it conducts, every convention and conference it holds must be pointed right straight back to every campus and every classroom. The final test for all committee efforts must be measured by better teaching and better learning. The materials developed must finally assist the teachers to give greater individual attention and constructive guidance to their students. Across the years junior colleges have proudly proclaimed their excellent teaching and personal help to all students. Through the work of the committees every teacher must be fired by a sincere zeal to be a more competent, enthusiastic guider of the educational destinies of an age group which has lived under the uneasy threat of war since its fourth birthday. The stalwart leadership and constructive dynamism of this Association must be directed toward and dedicated to the benefit of the young men and women entrusted to the educational care of the junior college.

## The Dilemma of Leadership

RUSSELL T. SHARPE

### I

I HAVE chosen to talk briefly about leadership this morning because, as educators, we are especially concerned with leadership problems.

This interest in the theory and practice of leadership, which, in America, sometimes seems to verge on obsession, may arise chiefly from the fact that the problem of producing leaders is a particularly vital one in a democracy. If a democracy is to survive, it must create divining rods to discover among its millions of citizens those who have the competency to direct its destinies. In a democracy, there is no apostolic succession from one generation of leaders to another; a tested and successful leader can seldom pass his leadership position on to his son, for the laws of *primo geniture* do not apply here. With each new generation, new leaders must be identified and trained. While this process provides a fluidity and mobility in the leadership realm, it poses some hard questions. How do you tell a leader from a follower? What are the "laws" of leadership, if any? How should leaders be trained? How can they be

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RUSSELL T. SHARPE, President of Monticello College in Alton, Illinois, has been active in many professional associations. The following address was given at the Phi Delta Kappa breakfast during the 34th annual convention of the American Association of Junior Colleges.

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given experience? How can they be evaluated?

These perplexing problems have long bothered us. They have led to a search to uncover the secrets of leadership which has attracted the attention of scientific investigators and inspirational and speculative writers.

For a long time, we looked for the answer in terms of leadership traits. We thought that leaders might possess a particular constellation of characteristics that were universal among leaders and that set them off from followers. We hoped that these might be discovered through simple observation and skillful categorizing. So we contrasted leaders and followers in chronological age, height, weight, personality patterns and in 100 other ways, some of them pretty silly. And we failed to find any conclusive answers.

Lately, we have switched to another line of attack. We began to perceive that the leader could not be studied apart from the group in which he functioned. We then undertook to investigate leadership as an interactional and interpersonal phenomenon, a problem in adjustment between the leader and his group. Moreover, we also learned that leadership norms and behavior are culturally conditioned and hence vary from culture to culture and from sub-culture to sub-culture.

Though we have by no means solved the riddle of leadership, we have at least glimpsed its magnitude and are forging some new weapons for a further assault. Several large-scale, long-range studies of leadership are underway today at the Ohio State University, the University of Michigan, the Massachusetts Institute of Technology, Harvard University, the University of Chicago, Stanford University, and at many other centers of research. Perhaps the sociologists, psychologists, anthropologists, and the specialists in other disciplines, chipping away at a hundred promising veins, will some day bring out the precious ore they seek, and present us with a useful solution to the problem of leadership.

## II

As the leader was studied in relation to the other human beings in his group, it became apparent immedi-

ately that we needed to know more about inter-personal relations. Here the findings of psychology and sociology were helpful, and before long we had begun to erect theoretical structures which we labelled "human relations." Our interest in this field has been almost more obsessive than our concern with leadership.

The theory of human relations has been colored by what seems to be an American Trait. Americans like to be liked. We appear to abhor social isolation. We want to be accepted as individuals and as a nation. We extend the hand of friendship impulsively to all in the hope that it will be warmly grasped and that we shall make a new friend thereby. We are avidly eager for any hints the experts can give us that will help us make friends and influence people.

To satisfy this national demand, respectable, as well as cracker-barrel psychologists and writers, have brought forth a mountain of articles and books on this phase of human relations, some of the writers becoming millionaires in the process. You are familiar with the general party line of this school: basically, they advise us to adjust our behavior to the desires of others, to play down our own selves and to build up the egos of those we would influence. In brief, we are urged to conform to the ethos, mores, folkways and patterns of the mass-mind, to strip ourselves of individuality and to assume the drab, monoton-

onous, and inconspicuous raiment of the average man.

A somewhat knottier problem was met when the relations of the leader and his followers in organized groups were studied. An apparent conflict was at once evident between the concepts of democracy and the authoritarian structure of formal organizations.

Democracy implies equality and individual freedom from imposed control. It operates through a group process by which members of the group arrive at decisions affecting themselves through free discussion, followed by a vote and the acceptance of the will of the majority. But organized groups in industry, education, and in other areas function differently. They consist of a network of operating units, each directed by a leader, and all linked together in a hierarchy of interlocking relationships. It is the function of each of these leaders to direct, coordinate, and even control the activities of those under his jurisdiction. Instead of being elected and given his authority by the group he leads, he is usually appointed by one or more leaders who occupy positions higher up on the leadership tree and who vest in him authority to exercise control and sanctions over those subordinate to him.

Some interesting theories have been developed in an effort to reconcile these conflicts. Much of the literature in the field of human relations deals

with the means of making an essentially autocratic situation more democratic. This is to be done, of course, by the exercise of "democratic leadership."

Though there is not time this morning to detail current suggestions for the conduct of good human relations in formal organizations, a few of the main directives for leadership behavior need to be noted for the purposes of this discussion.

Under the interactional theory of leadership, the leader and his group established mutual expectations—attitudinal and behavioral norms—to which each party is supposed to conform as closely as possible. In a democracy, obviously, these norms will be heavily weighted with democratic values. The leader is expected to be a "democratic," not an "autocratic" leader who has a sincere and even paternal concern for each individual under his jurisdiction. He must wear the robes of his authority lightly and even disdainfully: it is even better if he can make it appear that he is wearing nothing at all. If he meets the norms of his audiences, he will be accepted and liked and will hence be a good leader.

As leaders, then, we have been advised to determine the kind of behavior our subordinates, peers and superiors expect of us and to give them what they want. We have been told to put ourselves always in the place of others, and to approach problems

from their points of view. We have been instructed to keep our subordinates constantly informed of all that goes on in our organizations and especially of any changes that are in the offing. We have been warned that we must provide the fullest opportunity for all of our subordinates to participate in the work of our organizations and in the decisions that are reached. We have been adjured to make our colleagues feel important, to give them a satisfying sense of belonging. And we have been urged to become one with the group we lead and to reduce, through friendly and hearty comaraderie, the social or administrative distance which separates us from our followers.

If we carry out these basic instructions with sincerity and skill, the experts on human relations assure us that we shall be accepted as individuals and as leaders, that our own lots will be happier, that we shall be advancing the cause of democracy within a necessarily authoritarian organizational structure, that frictions will disappear, that productivity and morale will rise, that our subordinates will be well-adjusted and content, and that perfect harmony will reign.

This is the Utopia promised by the current writers on human relations.

### III

Now this is all very well. That the practice of good human relations does produce that mysterious thing called

"morale," that the emphasis on the dignity and rights of the individual in industrial and other organizations can lead to a more just society, that the leader has responsibility for the welfare, social, economic, and spiritual—of those he leads—all these are truths which are almost self-evident.

But they do not tell the whole story. For organizations do not primarily exist for the welfare and good of the individuals who occupy positions within their frameworks, though they provide their members with an opportunity to exercise their skills and talents and to earn a livelihood.

Formal organizations come into being to meet a felt need of society. Two conditions govern their birth: the organization must have a goal, usually the satisfaction of a social need outside the organization; and two or more people must agree to cooperate to reach or approach that goal.

Once these two requirements have been met, duties are divided among the members, certain functions are assigned to or assumed by each member, and the scope of authority and responsibility of each member is determined and fixed.

Those who occupy centers of communication and control (that is, leadership positions), assume the additional burdens of planning, coordinating, directing, and controlling their segments of the organization so that each contributes its allotted share to the achievement of the announced ob-

jective for which the organization as a whole exists. The leader's function is to make certain that those under his supervision and over whom he exercises sanctioned authority, perform their functions satisfactorily and harmoniously. The extent to which each member of the organization does his job and each leader exercises wisely and competently his authority will determine, in large measure, the efficiency of the organization and its progress toward its goal.

And now we reach the dilemma to which I wish to call your attention this morning. The leader has a two-fold responsibility: first, he must do all he can to promote the individual good of each member of his group through the techniques of human relations; and second, he must constantly concern himself with the good of the organization, measuring every decision against the yardstick of the organization's end-goals.

These two responsibilities often conflict. What is good for the organization is not always good for every member, or even some members. The leader, along with the follower, is faced daily with decisions which involve a choice or compromise between these two opposing forces. If the leader adopts a rigid attitude and always decides in favor of the organization, he will lose any reputation he may have had as an expert in human relations. If he decides frequently in favor of the individual, he may gain fame

as a practitioner of human relations, but he may also lose his job or wreck the organization. The leader thus lives in a perpetual climate of potential or actual conflict between individuals in the group.

#### IV

This dilemma of leadership brings into focus several problems in the field of human relations and raises some interesting questions.

First, is it not possible that our increased concern with human relations, with being liked, with being accepted as human beings and as leaders, may actually endanger the progress of the organizations with which we are associated? Or, putting it another way, are we in danger of making an *end* of human relations instead of emphasizing it as a *means* by which we achieve more harmoniously the end for which the organization exists? If, in any given situation, the answer to either of these two queries is "Yes," then, I submit, we had better reconsider the true purpose of human relations.

Second, if we pretend to an interest in people which we do not really feel merely to make them feel important so that we can influence them and win them for our friends, aren't we in danger of becoming habitual hypocrites? Our interpersonal relationships, in formal organizations and outside of them, should be founded on trust and sincerity. And some of

the techniques I have seen advocated can, it seems to me, lead only to the shoddiest forms of insincerity, guile, and mistrust. Carried to their ultimate, logical limits, certain of these practices could produce a code of artificial behavior which would be as empty of true sentiment as the codes of chivalry—a system of social behavior and relations screening forever true and honest concern for the well-being of others behind an Iron Curtain of rigid protocol.

Third, is it possible that many of the current theories about human relations are too one-sided? I note that most of the advice in the books on the subject is directed at the *leaders* in an organization rather than at the *followers*. Apparently, it is the leader's job to practice good human relations. It is the boss who has to smile and greet everyone with a hearty good-morning no matter how he happens to feel or how worried he is. But his secretary doesn't have to smile back: she can be her nasty little self if she feels like it. Yet her boss must build up her ego or run the risk of being down-graded in his human relations score. I ask you to speculate on what this one-sided rule may be doing to millions of leaders: how many psychological suppressions, repressions, projections, transferences and traumas must it be breeding daily! Indeed, the conscientious practice of this type of human relations could ultimately send all leaders gibbering off to the psychopathic ward.

Fourth, how are we, as leaders, to meet the norms and expectations of *all* our audiences? Each audience often expects different attitudes and behavior from us. Our superiors want us to act one way, our colleagues a third, and so *ad infinitum*. Furthermore, each member of each audience will perceive our leadership behavior somewhat differently, depending upon his own social and psychological experiences, interests and needs. Are we then to be all things to all men, living like chameleons? Or are we to choose one audience and seek to satisfy its expectations, risking the disapproval of all others? It is little wonder, perhaps, that many leaders often seem to give evidence of split personalities and that some of them permit themselves the luxury of a good, relaxing case of schizophrenia.

Fifth, on a more serious level, is it not possible that an all-out effort to be accepted, approved and liked, to make no enemies, to meet the expectations of our audiences can sap our individuality and initiative and lead us into a dull conformity with the norms of the masses? To act as the mass-mind would have us act is to accept the standards of the mass. To accept the pattern of expected behavior imposed upon us from without can make the leader indistinguishable from the follower. By doing so, we become the prisoners of our audiences: we sacrifice our independence, abdicate our rights to act as we

see fit in furthering the ends of the organization, and lose the name of action.

Of course, by conforming, we avoid injuring the feelings of others, we continue to be liked and, most important of all, we maintain harmony and avoid conflict.

And it is precisely here that, I think, the area of greatest concern lies. For progress often comes out of conflict and frustration, not out of conformity and perfect agreement. Many a poem, novel, symphony, or painting has come into being because the artist had to get a strong emotion which was otherwise blocked out of his system. Creativity and pain are bed-fellows. Thus, the poet, rejected by the girl he loves (who, if she had been a modern practitioner of human relations would have married him so that his feelings wouldn't have been hurt), writes his great verses as a sublimated substitute. Heaven only knows how many great creations have been lost to the world because the girl said "Yes."

So in science, industry and even in education. We move forward because people have disagreed about ends and means and one of them has often gone off in a huff and built a better mouse-trap. There is an old saw which says that, when two people in an organization constantly agree, one of them is unnecessary. If we seek constantly to avoid conflict, if we place agreement among the human beings in an organization above all

else, we may scuttle our chance for progress.

Yet, in so many of the writings today on the subject of human relations, one finds harmony elevated and enthroned. I wonder whether this emphasis on the avoidance of conflict may not actually threaten, at times, the progress of organizations and societies.

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I do not wish to be misunderstood. I am not attacking the fundamental concepts of good human relations. I am not advocating that leaders should revert to autocratic behavior, trampling underfoot all who get in their way and pursuing their own ends or the ends of the organization with brutal disregard for the rights and dignity of other human beings. The application to organized groups in American industry, government, and education of the principles of human relations constitutes one of the major achievements of this century. It is a gain that we could ill afford to lose.

I have merely tried to say that the practice of human relations must be kept in proper perspective, that it is a means to an end and that end is the progress of the organization toward its stated goal. I have criticized those who hide a basic insincerity behind a facade of apparent interest in other people. I have suggested that human relations ought to be a two-way street and that the follower as well as the

leader should make an effort to participate. I have endeavored to indicate that no leader can hope to please all his audiences. I have pointed out the dangers which threaten progress if leaders succumb to the urge to conform to the norms of the masses. And I have issued a warning against the deification of harmony, for the sake of harmony, and the avoidance of conflict on which progress so often depends.

Leadership is a difficult art. It demands the ability to make delicate decisions almost every hour of the day. These decisions, it seems to me, must be arrived at on two levels: first, they must be considered in the light of the announced ends of the organization; and second, they must be evaluated in terms of their effect upon the human beings who will be affected by them. When this has been done, the decision must then be measured against the great moral values of our society.

It takes a wise and unselfish leader to evaluate the relative importance of these often conflicting factors. It is easy to be carried away by false pity, to be swayed by friendship, to decide that there is too much personal risk in a course of action which is clearly in the interests of the organization but which will not be popular with the individuals involved. A superficial grounding in human relations or an over-ardent desire to be liked may cause the leader to make a biased decision which may maintain him tem-

porarily in the affections of his audiences but which, in the long run, may injure his reputation as a leader, impede the organization's progress, and do harm even to the human beings he sought to help.

Principles, goals, and moral values must hence always be balanced against the human relations factors in any situation where the leader must make a decision. The dilemma of leadership can be solved only by a judicious analysis of all these factors, not of any one in isolation. Naturally, the leader will hope that, after his decision has been made, he will still be liked by those who were affected. But he must not set his hope as a goal. Leaders, if they perform their roles well, are bound to make enemies because they are required to decide issues to which there are at least two equally defensible sides. The leader cannot hope to please all members of all his audiences, no matter how vigorously he practices the art of human relations. He cannot hope to be liked by everybody. Rather, he should seek to be esteemed, for a leader may be esteemed for his principles, competence, and inviolable integrity; yet hated for his actions. The road the leader travels is often a lonely one.

As leaders, I am convinced that we should learn all we can about human relations, that we should practice them to the fullest extent possible but that we should not make a fetish of

them or apply their principles indiscriminately. As leaders, we must be sincere, unselfish and incorruptibly ethical. When principle or the aims of our organization call for a decision which may make us unpopular or upset the equanimity and even change the course of existence of one or more human beings, then we must make our decision regardless of the consequence to us, since we are pledged to the furtherance of our organiza-

tion's aims and we must be true to our trust. Above all, we must have courage—the courage to risk conflict, to resist an easy conformity, even to make enemies in a proper and unselfish cause.

For, in the end, it is this kind of courage which makes great leaders. It is great leaders who help create great organizations and societies. And it is great organizations and societies that advance the lot of man on earth.

## The Role of Accrediting in the Improvement of Education

NORMAN BURNS

BASICALLY, the function of the educational accrediting agency is to contribute to the improvement of education. This has been true since the beginning of the movement some 50 or 60 years ago. However, though the fundamental purpose of accrediting has remained unchanged throughout the years, the dynamic character of society has required modification from time to time in the means employed for accomplishing this purpose. During the early years of the accrediting movement, accreditation and standardization were practically synonymous terms, that is, institutions to be accredited were required to conform to a set of fixed standards usually stated in terms of quantitative minima. This somewhat mechanistic approach which emphasized the common features of institutions of higher education was entirely defensible in the light of the conditions which existed at that time. The American higher education enterprise had grown greatly during the period of Westward expansion. Institutions were established recklessly, frequently with

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little if any concern for or understanding of the need for adequate financial support, a competent faculty, and an adequately prepared student body. The game was being played with enthusiasm, but there were no rules.

Illustrative of the confusion which prevailed was the experience of the Carnegie Foundation for the Advancement of Teaching, which was established during the early years of the present century for the purpose of providing retirement allowances for college faculty members. The Foundation discovered that there was no way of determining which of the many institutions calling themselves colleges were actually entitled to that name. The Foundation therefore ruled that "an institution to be ranked

as a college must have at least six professors giving their entire time to college and university work, a course of four full years in liberal arts and sciences, and should require for admission not less than the usual four years of academic or high school preparation, or its equivalent, in addition to the pre-academic or grammar school studies."

It was during this same period that groups of the more responsible institutions banded together for the purpose of formulating and applying standards to which institutions must conform if they were to be included in the group. These efforts marked the beginning of the regional or general accrediting association. At about this same time the first of the professional accrediting agencies was established.

The general conclusion to be drawn from the early history of accrediting is clear: in its time, standardization was signally successful in accomplishing its purpose of bringing some measure of order into the American educational scene. The withholding of accreditation from institutions which failed to conform to stated minimum standards was a powerful stimulus for educational advancement. But society's expectations with regard to the role of its colleges and universities have been undergoing profound changes. The dramatic increase in enrollments in our higher institutions, a story with which we are all familiar,

has brought us face to face with the tremendous problem of serving youth of widely different social and economic backgrounds, and of widely different abilities and interests. We now seem to be definitely committed to the ultimate objective of providing some kind of post-high school educational opportunity for virtually all youth. The observation that the standard curriculum of an earlier day is no longer appropriate for so heterogeneous a student body appears with tiresome regularity in discussions of educational affairs.

#### RESEARCH

Increasingly, society is turning to our institutions of higher education for answers to be provided through research to the many problems it faces. Advancing technology and the growing complexity of the social structure demand more and more types of specialized personnel to serve society. Increasingly, our higher institutions are expected to provide a variety of community services some of which, like the entertainment provided on Saturday afternoons, seem to be rather remote from the educational function. The result of all this is that our institutions of higher education have come to be closely identified with the immediate needs of society. Today many more of our citizens have a direct and immediate interest in our higher institutions than they had in the day when the function of the college was

largely limited to the preparation of the leaders of society. And the wider variety of functions which colleges and universities have been asked to assume inevitably demands of a given higher institution a more immediate response to the wishes of its sponsoring group. Since the expectations held for a college are bound to vary from one sponsoring group to another, institutions can be expected to differ, sometimes quite markedly, from one another. Thus, higher institutions in the Southwest are different from those in the Northeast; higher institutions with one church affiliation will differ from those of another church affiliation; community institutions will differ from state institutions; and rural institutions will differ from urban institutions.

These sociological factors are not the only forces responsible for the growing complexity of the higher educational scene and the increasing diversity among institutions. We have come to accept—most of us—the philosophic point of view that education must be functionally oriented—that it must be realistically related to life needs. This is a very different concept from that which holds that a man has been educated when he comes to possess a predetermined body of knowledge. It is obvious that this change in concept also contributes to diversity and differentiation, not only among the programs of study within an institution, but among institutions as well.

The effect of these developments on institutionalized higher education has been two-fold: existing institutions have redefined their functions and extended their programs; new institutions with very different functions from those of the traditional college have been created. A striking example of the latter type of development is the junior college which, in the 50 years since its first appearance on the educational scene, has come to occupy a position of major importance in American education.

It is clear that the accrediting association, if it is to continue to be an effective agency for the improvement of higher education, must modify its procedures and practices in the light of these changes in the characteristics of institutionalized higher education. Major reliance can no longer be placed upon standardization in a situation which is quite properly characterized by wide differences in function among institutions. Recognition of this fact is not new. Twenty years ago the North Central Association, on the basis of a careful study, abandoned the use of fixed minimum standards and adopted practices and procedures which placed much greater emphasis on the purposes and characteristics of particular institutions. The principle underlying the new procedures was that, since institutions should be permitted and even encouraged to differ from one another, they should be evaluated in

terms of their stated purposes. As time went on, other accrediting agencies adopted this principle as the basis for their operations.

This was a change in the right direction, but in practice it did not go far enough. Some of the elements of the older mechanistic approach in accrediting have persisted. The use by accrediting agencies of a single set of criteria or standards tends in practice to nullify the attempt to evaluate an institution in terms of its avowed purposes in that it has a tendency to force all institutions to which these criteria are applied into a common mold. Even though, as is true in the North Central Association, the criteria are not applied arbitrarily and indiscriminately, a given institution is much more likely to follow the easy path of conformity than the much more difficult path of producing evidence in support of the contention that, in the light of its peculiar purposes and characteristics, it should depart from the pattern. Related to this is the tendency to give undue weight to factors that can be qualified. This happens because the tangible elements in a situation can be measured more accurately than the intangible elements. It is much easier to secure information on the degrees held by a faculty member or his record of publications than it is to assess his effectiveness as a teacher and counselor of students. Furthermore, the emphasis in accrediting is still largely on the attainment

of status which signifies a minimum level of acceptability rather than on the encouragement of continued growth of an institution beyond the minimum level of acceptability.

#### CHANGE NEEDED

The time is at hand for another major change in the theory and practice of accrediting. The factors which have already wrought revolutionary changes in American higher education continue to operate with undiminished force. Within a very few years a greatly increased number of students will be seeking higher educational opportunities. The existing institutional framework will be broadened by the expansion of existing institutions and the creation of new institutions. The conclusion is inescapable that we shall see still more diversification in American higher education; and the accrediting agency, if it is to continue to be a constructive force, must keep pace with developments. It must free institutions from restrictive pressures to carry on their educational activities in the traditional way. Since, for most institutions, the attempt to be all things to all men cannot but lead to dissipation of available resources, institutions must be encouraged to define their functions with great specificity to the end that each may play an effective part in the satisfaction of the total needs for higher education. They must be encouraged to engage in well-

conceived experimentation looking toward the development of improved methods for carrying on the educational process.

Considerations of this kind led the North Central Association at its last annual meeting to initiate plans for a redefinition of the part the Association should play in the improvement of higher education in the 19-state territory it serves. After several months of careful study, the general direction in which we shall move has become clear. The plans presented to the membership at the annual meeting have several aspects. In the first place, it is proposed that the Association extend and systematize the services it provides for its member institutions. This will involve, among other things, the conduct of a continuing program of studies of fundamental problems of higher education to be carried on with the voluntary participation of our member institutions. It is contemplated that an important part of the studies will be carried on within institutions by members of the staffs in those institutions. Studies will be carried on within the broad framework of an overall plan in order that the findings may be useful in arriving at possible generalizations. It may be, of course, that the differences among institutions may limit greatly the extent to which generalized answers to problems can be found. But even if this is found to be true, the program of studies should make a

significant contribution through the development of techniques to be employed by institutions in seeking answers appropriate to their particular objectives and consistent with the conditions under which they operate. A program of studies in which institutional staffs are actively concerned in studies of their own problems should provide an important means for strengthening the educational programs within those institutions. This approach also recognizes the fact that each institution operates within a set of conditions in which, to some extent, there are unique elements.

Another aspect of the contemplated plan involves the development of a roster of consultants to be available to assist institutions in carrying on their programs of self-study and in finding appropriate solutions to particular problems with which they may be faced. These consultants will be selected from the staffs of our member institutions on the basis of their special competence and interest in various aspects of the work of higher institutions. Through conferences and workshops they will be given appropriate training for their consultant work.

Still another service which the Association hopes to provide will be that of serving as an agency for the dissemination among its member institutions of information on studies being carried on under the auspices of other groups and agencies as well as

the results of its own studies. Through this medium it will also be possible to provide our membership with information about promising developments in institutions, information which would also be of interest and value to other institutions.

#### EMPHASIS SHIFTED

It is our hope that through the program of studies and consultant services, the emphasis in our activities can be shifted from institutional status to institutional growth. So long as the emphasis was largely on status, the value of membership in the North Central Association was for many of our higher institutions likely to be limited largely to the values of inclusion on the list of accredited institutions. The implementation of the concept of growth should greatly enhance the value of membership in the Association.

The change in emphasis that has been described here carries no implication of a weakening of accrediting activities *per se*. On the contrary, plans that will strengthen the accrediting operation are being made. This strengthening is to be accomplished through organizational changes which will provide, first, for the division of the territory served by the Association into several geographic districts. A committee will be set up for each of these districts, making it possible for the Association to maintain more intimate and more helpful contact

with institutions than is possible under the present centralized mode of operation. These district committees will also provide the means for consideration of problems peculiar to different geographic areas. The second of the major organizational changes will provide for the creation of committees by type of institution. Within the broad framework of general policy, these committees will consider problems peculiar to the different types of higher institutions which comprise our membership and will develop appropriate policies for the different types. One of these committees will be representative of the interests of the junior colleges. Among the duties to be assigned to each of the committees by type of institution will be that of giving preliminary consideration to applications for accreditation received from colleges of that type.

It is important, not only that the characteristics of different types of institutions be considered in the accrediting process, but also that adequate attention be given to the uniqueness of individual institutions within a given classification. It will be recalled that central to the new plan is the encouragement of institutional initiative and variation and the avoidance of the tendency to standardize through pressure to conform to a set of normative practices. It is clear that the Association cannot abrogate its ultimate responsibility for deciding

whether or not a given institution should be accredited. It can, however, minimize the threat of standardization if, in addition to recognizing the differences among types of institutions, it will place on the applying institution the responsibility for presenting its case to the accrediting body. This would involve the preparation of a critical and analytical report of a self-survey to be carried on by the institutional staff with assistance provided by the Association through its consultant services. Thus, the applying institution would be given the responsibility for presenting evidence that, within the framework of its particular purposes and in the light of the conditions under which it operates, an educational job of such quality was being done as to warrant accreditation. It would, of course, be necessary that examiners visit the institution, but their role would be quite different from that of the traditional examiner. They would seek clarification of and raise questions about the institution's self-analysis. They would raise whatever questions seemed appropriate as to the accuracy or relevance of evidence submitted.

It is obvious that evaluative criteria would have to be used. It is planned, however, to distil from the program of studies criteria which not only could be kept up to date but would also give adequate recognition to the different types of institutions. Also, the shifting of the initiative to the institution and the more intensive analysis which could be made under these circumstances than can be made by outside examiners who pay a brief visit to the campus should make possible a larger measure of flexibility in the application of the criteria.

The plans set forth here will doubtless be modified in the light of experience. The modifications will, however, be in matters of detail; the general direction is clear. The problems which the Association must face as it moves forward in its plans will be many and difficult. If, however, our member institutions have a sufficiently strong commitment to the new objectives of the Associations, the difficulties involved in putting the new plans into operation can be overcome, and the North Central Association, sensitive to the demands of the times, will move into the next phase of its historical development.

## How and With What Results Mississippi Junior Colleges Were Evaluated

JAMES M. EWING

"HOW AND With What Results Mississippi Junior Colleges Were Evaluated" is a rather long story. The project was begun with the Evaluation of Sunflower Junior College in 1950. Since that time all of Mississippi's public junior colleges have been evaluated except one, and it is scheduled for this spring. As a basis for the evaluations, the nationally recognized Evaluative Criteria was used.

I shall presume that most of you are familiar with the background and origin of the Evaluative Criteria. As you know, it was evolved by the Co-operative Study of Secondary School Standards as a project of the six Regional Accrediting Agencies. No doubt most of you and many members of your staff have served on the Visiting Committee for a high school evaluation. Our overall state committee for directing the evaluations was headed by our State Supervisor of Public Junior Colleges, Mr. B. L. Hill. Our Junior College Committee worked in close cooperation with the state Secondary Education Committee, and Mr. S. A. Brasfield, Director of In-

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JAMES M. EWING, President of Copiah-Lincoln Junior College in Wesson, Mississippi, is former President of the Mississippi Junior College Association. He gave the following address during the 34th annual convention of the American Association of Junior Colleges.

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struction, served as a consultant in nearly all of our evaluations.

To secure information for this discussion, a report form was prepared, and the Mississippi Junior Colleges cooperated in supplying information regarding their respective Evaluations. Each institution's report represented the composite opinion of the faculty and not the opinion of one individual. Such facts as these were revealed through the reports:

1. The replies were unanimous in stating that the evaluation was worth the cost in time and money, and made a definite educational contribution.
2. The average length of time spent in the Self-Study was 10 months.
3. The most important benefit accruing was the Self-Study made by the faculty; the follow-up results were next in importance; and the Visit-

- ing Committee results were of secondary importance.
4. The average size of the Visiting Committee was 31 members.
  5. The institutions were unanimous in stating that the faculty would not have worked as diligently if there had *not* been the impetus of the Visiting Committee.
  6. A clearer understanding of the school's philosophy and objectives was indicated by all institutions.
  7. The addition of an average of two staff members or new departments was reported.
  8. Five to 10 major plant improvements resulted per institution.
  9. Many community services were added.
  10. There has been a continuous follow-up or re-evaluation in terms of objectives, student needs, course offerings, plant improvement, library, testing, guidance, faculty meetings, community services, and dynamic teaching.
  11. Other results listed varied from the addition of a system of transportation for college students in one institution to the elimination of all fees in another.
  12. There was practically unanimous agreement that, while the application of the Evaluative Criteria produced immeasurably beneficial results, criteria prepared specifically for junior colleges would be more functional.

Right here I should like to mention the criteria in process of development by Dr. Jesse P. Bogue and Dr. Harry Jenkins for use in evaluating junior colleges.

Reference has been made several times to the Visiting Committee, and

possibly I should give a little clearer picture of this monstrosity that descends on an institution as the culmination of the evaluation. One never knows until the report is made whether to recognize it as friend or foe. Of course the institutions attempt to recommend only friends; but since the State Committee actually names the committeemen, some "foes" always slip in. In our Mississippi Junior College Evaluations the typical Visiting Committee was composed of:

1. An outstanding administrator, as coordinator.
2. An out-of-state consultant.
3. High school, junior college, senior college, and State Department of Education Administrators, and classroom teachers.
4. At least one subject matter specialist in each field of instruction.

This committee of some 31 persons spent three days on the campus visiting all classrooms, laboratories and the library; they talked with groups of students, teachers, and Board members, checked the business office, examined the minute books of the Official Board, inspected the kitchen and cafeteria; they visited the shops, the college farm and dairy, and the student dormitories; they talked with janitors, maintenance men, and cooks.

The Personal Evaluation each staff member made of himself was handled in a restricted manner. All other parts of the Self-Study were submitted by the respective committees to the scrutiny of the entire faculty. If there was

disagreement, and often there was plenty, the committee had to defend its position. The final authority for answering any part of the Self-Study rested with majority vote of the entire faculty.

This process of studying every angle of a school program was most expensive in time, but also most beneficial in results. Each member of the staff got a picture of the entire program, resulting in a better working relationship between departments. The Science and Social Studies departments learned that their objectives were not too different; the Vocational-Technical department learned that English teachers can be human; and in turn all of the so-called "academic" teachers learned to appreciate the values of Vocational and Technical courses.

Other benefits to accrue from the Self-Study are too numerous and in some respects too intangible to enumerate, but a few may be identified as:

1. Inestimable value was gained from in-service training.
2. Staff members learned to know and appreciate one another better.
3. Teachers learned that they could and did have a part in determining the philosophy and objectives of the college resulting in a better understanding between faculty and administration.
4. Better understanding of the community and its educational needs was achieved.
5. Plant and staff facilities were utilized to greater advantage.

6. The complete program of studies was analyzed, re-organized in certain cases, more appreciated, and better understood and accepted by the entire faculty.
7. Administration and the teachers were made to face up to weaknesses as well as strong points.
8. Individual teachers were inspired to do additional graduate work.
9. Activities Program became a more integral part of the school program.
10. The Library was re-discovered.

It is not claimed that application of the Evaluative Criteria is an educational panacea. There is no magic in its results, and there are many objectionable features to this particular type evaluation. I would not want to go through one in our little college every year. Use of the Evaluative Criteria may not even be practical in a larger junior college of several thousand students.

The Self-Study feature of the Evaluative Criteria will inspire and improve any faculty. The intensive work of the Visiting Committee with its resulting report, on the whole, has been wholesome and worth-while, although it is admittedly fraught with some dangers. The follow-up study, work, and implementation have untold possibilities, depending to a large extent upon the manner in which they are administered.

Mississippi Junior Colleges profited greatly by these evaluations. Because of them we are continuing a constant re-evaluation.

## Building Vital Curricula For Today's College Women

BLANCHE HINMAN DOW

ANYONE WHO is engaged in the multifarious, miscellaneous, and often extraneous duties of college administration comes to view any public expression of professional thought as a confession of vulnerability, as invitation to attack. "Education"—in such meetings as this—has appeared to thrive on the clash of opinion, on the animated search for difference. Numerical attendance and vivacity of argument have been adjudged the marks of a good meeting and, too often, we go back to our colleges warmed, to be sure, by pleasant personal associations, relaxed by the semi-holiday, moved a bit perhaps to measure the achievement of our home institution with the success stories which have been so impressively told.

Too rarely do we go away with clearer sight, with understanding deepened, with courage and confidence renewed to maintain the all but unattainable goals of higher education so variously defined: education (1) "not for making a living, but for living responsibly in an increasingly well-educated, complex, and expand-

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BLANCHE HINMAN DOW, who gave the talk on "Building Vital Curricula for Today's College Women" at the 34th annual convention of the American Association of Junior Colleges, is President of Cottay College in Nevada, Missouri, Vice-President of the American Association of University Women, and Assistant Honorary Treasurer of the International Federation of University Women. In addition to contributing articles and poems to leading periodicals, she has written a book, Varying Attitudes Toward Women in Fifteenth Century French Literature, and a chapter in Meditations for Women.

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ing society. . . ." (2) "to provide the intellectual resources, the discipline, the flexibility that prepare a student for continuing growth in the field of choice and for the responsibilities of family and community life"; (3) "to prepare the student to participate familiarly in the processes of free and liberal thought, to partake eagerly of man's artistic and scientific achievement and to integrate hopefully both thought and achievement into a meaningful, creative life." I like particularly that third definition. I like it for its assumption that education is a process of three tenses, past and

present and future. I like it for the implications of its vigorous adverbs which point to the positive results of the educative experience to *participate familiarly*, to *partake eagerly*, to *integrate hopefully*—verbs and adverbs knowingly combined to imply the union of knowledge, and perception, and purpose with the unspoiled natural attributes of youth.

One could go on adding as many definitions of the purpose of education with their slight variations of content and form as there are those to define it. The ones I have cited stem from the effort of our Committee on Problems of Instruction to re-examine our purposes and our processes, to re-evaluate our courses of study, to reconsider the relationship between the parts and the whole. They are enough to indicate our unanimity of purpose in the first two years of college when we point our program for the student not to job training but to an experience in education which will be the foundation for his continuing growth, for the ultimate realization of his highest powers, for his contribution to society, for his inner content.

I must begin by destroying my subject, phrase by phrase and word by word. I did not choose it. I accepted it, and it did not seem too bad, then. But it is a cliché and, like the click of the camera, it is heard and then gone and nothing remains. We are given to clichés, we Americans. They sound wise, and they save us from thinking.

The precise and accurate statement is apt to leave us cold. We sent forth an army and waged a war to "make the world safe for democracy," and then were disillusioned and embittered. The phrase was profound and complete and full of sound. But we accepted it only at its surface meaning. The *world* was to only a few anything beyond the nation states of Western Europe; *safe* meant little more than freedom from interference; *democracy* is yet to be defined. To most of us it meant and still means "the way we live in America"—and little more.

#### POST-WAR WORLD

Think of the dozens of clichés we trumped up in education about the "post-war world." How many committees did we appoint or to how many were we named to frame curricula to meet the needs of the post-war world, the post-war college, the post-war college student? And what was the post-war world? Or what is it? Who were the post-war students? When did the post-war period begin? Or has it begun? We have had in colleges service men and women whose college experience had been interrupted or who had never had an opportunity for college study—or had never given serious thought to its worth or serious effort to its program, and their studied application to the process of learning and to the relation of learning to living has often

amazed faculties and challenged their less experienced fellows.

The last 10 years have taught us new lessons in time. Yesterday, today and tomorrow constitute an unalterable sequence. Pre-war, war, post-war cannot be set apart by dates that have meaning. The needs of the post-war student, today's student, as those of yesterday's, are constants, and the vital curriculum must meet the needs. He needs—today's student—man or woman—the way to knowledge. He needs the way to understanding. He needs and must have the way to faith.

Building a curriculum is a long patient process. It is an evolution, testing, trying, adding, subtracting, and slowly emerging with *language*, the greatest achievement of the race, *history*, its long record of failure and success, triumph and disaster, *science*, the key to the physical world, and, *art*, the achievement of his aspiring spirit as its heart, its core, its life-line. We put our slight imprint on the evolving curriculum as succeeding generations of men make their imperceptible addition by subtraction from the evolving race. The changes in which we have a conspicuous part are those of interpretation and relationship, of timely emphasis, of efficient process, of contemporary pattern. They are not changes of the established, time-tested structure.

We are only passing members of a continuing Committee on Building Curriculum as we constantly re-ex-

amine, re-evaluate, re-test the pertinence of our courses of study to their purpose. Additions and deletions must not be casually or carelessly or inconsiderately made. Time is of the essence, and time in the junior college is short. It will no more than suffice for the essentials. To permit the intrusion of anything else—however great our passing interest or enthusiasm may be—must overcrowd the curriculum, impair the quality, confuse the purpose, and lead inevitably to the inferiority of the product.

Wise additions have come slowly and only when new fields of subject matter have established their validity and their permanence. Psychology and sociology as basic fields of study in a liberal program were long in the making. It was only when they had established areas of demonstrated ordered, factual knowledge and related them to the total purpose of education, the understanding of oneself, of one's fellows, of one's society, that they achieved their present recognized status. The fission of the atom, the discovery of solar systems other than our own, the organization of a world assembly of governments in an attempted program of cooperation, the expression of the subconscious, the surreal in the varied forms of art will clarify and extend and enrich, will sometimes revive, will always renew the accepted fields of physics, of astronomy, of political science, of art, but they will change neither the pur-

pose nor the course of education. We shall take our new gadgets in stride, be warmed by radiant heat, enjoy the constructive uses of atomic energy when its constructive uses are established, be transported by jet plane from continent to continent, extend our understanding and our pleasure and our life span, and still our lives will be conditioned by knowledge which relates us to the past, by understanding which determines our present, by faith which sheds its light upon the future. Faith, growing out of knowledge and understanding, is confidence, trust in ourselves and our procreators, in our children, confidence in the world we have thus far built and have yet to build. Faith is confidence in ourselves as the children of God, confidence in the power of God which finds expression in us and in the world around us.

#### BUILDING CURRICULA

Building vital curricula for today's college students, providing and maintaining programs of instruction and study and action that are alive, animate and animated—that is the question. The furnishing of that program is or should be the first concern of college administration. Not particularly for women. And not merely for those of today. Tomorrow, as well as today, women and men must fit into the

same society, must understand its implications, accept its responsibilities, suffer its shortcomings. Why differentiate in the prescription for the basic education of the first two years of college? The aims of liberal education are without regard to sex. De Voto defines them well: "Receptiveness to new ideas, freedom from prejudice or other emotional bias, insistence on factual or logical demonstration of everything presented as truth, ability to distinguish between appearance and reality developed somewhat beyond the naive faith of the uneducated, refusal to accept authority or tradition as final, and skepticism of the fads, propagandas, and panaceas that may be called the patent medicines of the mind."

Whether the curriculum of the first two years be called general education, basic education or liberal arts, whether it be planned for women or for men, or for both together, its hope and its promise lie in its three dimensions, its breadth and its depth and its height; breadth to establish a basis for understanding the enormous achievement of mankind, the superb heritage of the past, the possible reach of the future; depth to see comparisons, relationships, to discover meaning, to establish value; height to awaken the creative power, to stir the imagination, to give wings to thought and nobility to act.

## ***Report of the Nominating Committee***

The Nominating Committee composed of Marvin C. Knudson, Chairman, and Howard C. Ackley, John M. Carter, Stephen E. Epler, Kenneth C. MacKay, Leo Wolfson, and Charles E. Hill, submitted the following names at the third general session of the 34th annual convention of the American Association of Junior Colleges in St. Louis:

President, Hugh Price, Ventura College, Ventura, California.

Vice-President, Edward Schlaefer, Monmouth Junior College, Long Branch, New Jersey.

### **Board of Directors:**

Blake Tewksbury, Keystone Junior College, LaPlume, Pa.

Ralph Prator, Bakersfield College, Bakersfield, Calif.

Ed Gleazer, Graceland College, Lamoni, Iowa.

## Executive Secretary's Report

JESSE P. BOGUE

THIS IS MY eighth annual report to your national conventions. Generally speaking this has been another satisfactory year. Our relationships with your officers, the Board of Directors, Committees, Editor of the *Journal*, Director of Research, with the personnel in the Washington Office, with the colleges and with educational and professional associations have been cordial and mutually helpful.

You have already received the financial report for the past year from Mr. Knudson, Chairman, the Finance Committee. You will hear reports from Dr. Reynolds for the *Junior College Journal*, from Dr. Colvert for Research Projects, and you have observed or will observe something of the work of the five Research and Service Committees. Therefore, we shall omit any special reference to these aspects of the Association's work. This report will be given in seven short scenes in an attempt to convey to you an understanding of what has been done during the past year.

### SCENE I

Scene I deals with your national

headquarters office in Washington, D.C. In addition to a heavy daily correspondence, telephone calls, personal conferences with visitors and the usual run of office procedures, a great deal of work is required to mail out pamphlets and publications. For example, we sold and mailed during the past year nearly 45,000 copies of "Shall I Attend a Junior College?" and over 42,000 copies of "I Will Never Regret Junior College." Approximately 1,500 copies of the Washington *Newsletter* are written and mailed each month during the year. The sections of the *Junior College Journal* are written for each of the issues except that for May. We have two experienced secretaries in the office, and both believe that the work is really heavy enough for three secretaries during most of the year and for extra help at all times. We can, at least, tell you that your Washington Office is a busy place. We attempt to give prompt attention to every request and inquiry.

As you know, the Washington Office handles all business matters for the *Journal*, promotes subscriptions, keeps up the mailing lists, addresses all envelopes. This phase of the work

alone is of considerable proportions and entails a great deal of detailed accounting and clerical procedures. Nearly 600 copies of the Junior College Directory were sold in addition to the nearly 2,000 copies which were sent free to the members of the Association. On this publication we came within \$69 of paying for its publication by the sale of individual copies.

## SCENE II

Scene II concerns the Association. We promote the membership and have now 456 active institutional members, two provisional, 19 organizational sustaining, 80 individual, and 7 honorary members. The following states have 100% membership: Arizona, Arkansas, Colorado, Delaware, District of Columbia, Idaho, Louisiana, Massachusetts, Montana, New Hampshire, North Dakota, Ohio, Rhode Island, Utah, Vermont, Washington, West Virginia, and Wyoming, making a total of 18 states. Other states with large memberships of high percentages are California with 50, Illinois with 19, Iowa 20, Kansas 19, Mississippi 17, Missouri 18, New York 22, North Carolina 18, Texas 41 out of 43, and Virginia 12. It is our purpose to continue promoting memberships in an effort to reach the goal of at least 500 active members.

At this point we wish to state that the presidency of the Association is far more than an honorary position. Association business requires extensive

correspondence every week in the year between the Executive Secretary and the President and with chairmen of committees and members of the Board of Directors.

## SCENE III

Scene III deals with the relationships between the American Association and the six regional associations. Good progress has been made during the past year to promote in most regions committees parallel with those of the national association. This has been done in New England, the Southern, the Northwest, and to some extent in the Middle States. The North Central has taken the lead in this type of organization during the past few years. California has, for many years, had committees which in their functions at least parallel and exceed those of the national association. During the past year we took part in the annual meetings of the Southern and North Central associations. Several state associations were also on our programs of work. Your President, Dr. Marston, has been very active in promoting the state and regional associations. We believe that closer ties of working relations between the national, state and regional associations should be promoted.

## SCENE IV

Scene IV deals with the national convention. As you glance at the program, you may gather the impression

that it was relatively simple and easy to construct it. When you realize that nearly 100 people are actively involved in the program and that practically all work had to be done by correspondence, we are sure that you will appreciate the extent of the work that had to be done. The program had its inception at the post-convention meeting in Dallas last year. Further steps were taken at the summer meeting of the officers and Board and chairmen of committees during two of the hottest days we ever experienced in this hotel in St. Louis. From that point on, every week demanded work on the program. We have had the best possible cooperation from everyone in the association's organization, the junior colleges of Missouri, and the Board of Education of this city, as well as from the St. Louis Visitors and Convention Bureau and the Hotel Statler.

#### SCENE V

Scene V concerns work in the field. We spent nearly \$3,000 traveling during the year, \$944.91 of which was paid by the American Association. Trips were made to Boston; Chicago; New York City; Dallas, Corpus Christi, and Austin, Texas; Baltimore, Maryland; San Antonio, San Angelo in Texas; Casper, Sheridan, Powell, and Laramie, Wyoming; Ogden, Utah; La Junta, Grand Junction, Lamar and Pueblo, Colorado; Pittsburgh, Kansas; and Joplin, Missouri. Trips

were also made to Nashville and Memphis, Tennessee; St. Louis; Mathiston, Mississippi; De Kalb, Illinois; Atlanta, Waleska, and Douglass, Georgia; Dearborn, East Lansing and Flint, Michigan. Some trips which were made to summer workshops required from one to two weeks; other trips were from one to three or four days. In Washington we made 69 trips to governmental agencies for conferences and many others without expense to meetings of special interest to education. While we traveled less than we did in 1952, nevertheless out-of-town trips are roughly estimated at between 50,000 and 60,000 miles during 1953.

#### SCENE VI

Scene VI deals with our relations with other educational and professional associations and groups. We attended most of the meetings of the Committee on Relationships of Higher Education with the Federal Government as a consultant, the national convention of the Association of Higher Education of the National Educational Association, a considerable number of meetings with an informal group which convenes about every two weeks in Washington for exchange of views and information on legislative and educational developments. What we wish to stress is that our relations for the American Association of Junior Colleges with the American Council on Education

and all other professional groups have been cordial, and that the interest and assistance of these groups have been highly valuable.

## SCENE VII

Scene VII follows closely the theme of President Marston's address this morning, dealing as it did with the extent that Association activities actually reach the students in our colleges. As you realize, the American Association is not specifically organized for direct contacts with college students. Our contacts must be indirect via administrators mainly and secondly through the teachers. The Association is organized "to stimulate the professional development of its members and to promote the growth of the junior colleges." Students are benefited as the members of the Association are stimulated in professional development and as junior colleges are expanded in numbers and enrollments. We believe, in fact, we know, that every advancement in better organization and administration of our colleges, every forward step in curriculum improvement of student personnel procedures and work, and every advancement for better preparation of teachers in workshops, graduate study, conferences, in-service training, and other methods

result finally in the improvement of teaching and other processes for the benefit of students.

We are in fullest agreement that in the final analysis the test of the Association must be measured in terms of student welfare and improvement. This is being done, we believe, through the Association's publications and research projects, through university graduate programs and summer workshops, through state, regional and national conferences and conventions, through direct advisory services to the individual colleges and workshops with faculties. From these points on, so it appears to us, it becomes the responsibility of each administrator and faculty to carry the best possible results to the students. By and large, we are confident that the junior colleges are doing a good job, but improvements are always possible. We think that our junior college people themselves are alert and devoted enough to pick up "the ball" when the Association as a group has carried it as far as it can and take it across the goal line of improved education for more young people and adults in the nearly 600 communities of the United States, Canada, and some of the other countries whose junior colleges hold membership in this Association.

## Report of the Resolutions Committee

Members of this committee are:

W. A. Hunt, Big Spring, Texas  
Henry W. Littlefield, Bridgeport,  
Connecticut  
W. Fred Totten, Flint, Michigan  
Blake Tewksbury, LaPlume, Pa.  
Paul Gaiser, Vancouver, Wash.  
Leland L. Medsker, Concord, Calif.

This report of the committee is divided into three sections—one having to do with legislation, one with the place of the junior college in the decentralization and higher education, and one with an expression of gratitude to certain individuals and organizations.

### I. Resolutions on Legislative Principles.

Believing that a group of institutions such as junior colleges which occupy an increasingly vital place in American education should be concerned about important current legislation issues directly or indirectly affecting education, the American Association of Junior Colleges, hereby declares its position on certain principles now or likely to be before the Congress.

1. We support legislation which would tend to equalize tax exemptions allowed for all retired people.
2. We favor the extension of coverage in the Social Security act

but endorse its inclusion of public employees only on the provision that adequate opportunity is given groups of such employees in the various states the option of determining by vote whether or not coverage shall be accepted.

3. We favor legislation which would amend the Internal Revenue Code, in so far as tax exemptions are concerned, giving recognition to the burdensome expenses of college education and thus providing tax relief for taxpayers with dependents enrolled as full-time students in recognized junior or senior colleges or universities.
4. We further favor amendments to the Internal Revenue Code which would recognize the legitimate expense of a taxpayer involved in attending an educational institution on a full-time basis (including summer school) as a means of professional improvement and which would within limits make such expenses deductible for income tax purposes.
5. We support the Bardon Resolution now before the Congress which would require a reporting of all Federal activities in education to be made annually by the Department of Health, Education and Welfare.

6. We support legislation which would eliminate the Federal amusement tax on extra curricular activities, including athletics in collegiate institutions when the proceeds from such activities go directly to the institutions.
7. We strongly support federal legislation regarding state conferences on education to be followed by a White House conference on education and urge that adequate appropriations be made for such conference. We further urge that in all such state and national conferences there be considered the contribution to be made by junior college personnel and that the junior colleges of the country be adequately represented.
8. We support the restoration of the full amount of money recommended in the President's budget for the Administration of the *Exchange of Persons Programs* by the Federal Government.

## II. The Decentralization of Higher Education.

1. In keeping with the discussion at the recent meeting of the Association of Higher Education of the N.E.A. to the effect that the prospective increase in enrollments will require decentralization of undergraduate higher education, we hereby note the part that junior and community colleges must play in such decentralization. We further suggest that the

officers of this association be alert to the possibilities of placing the junior college in a position of leadership in the various states.

2. The American Association of Junior Colleges being interested always in the greater democratization of American education wishes to commend the President of the United States for the statement made in an address at Defiance, Ohio, on October 15, 1953, which statement reads as follows:

"I firmly believe that more extensive education than that obtained in high schools must be brought to every community and every locality in such a way that every young person, regardless of his means or lack of means, can go to school for a minimum of two additional years."

We believe that such a forward looking statement from one in high office is indicative of the attention that must be paid higher education and the needs of American youth as we look to the future. We believe further that such an attitude has important implications for junior colleges.

- III. We believe that the accomplishments of President Frederick J. Marston deserve our hearty commendation. He has approached the problems of our Association diligently, unselfishly, and intelligently during his term of office.

We therefore congratulate him on discharging his duties faithfully, efficiently, and with honor to the Association and himself.

The thorough planning and efforts of the officers, the Board, the committees, the invited speakers, and the Missouri Junior College Association have been evident in every phase of the Convention program. The cooperation of member institutions in providing inspiring musical programs is sincerely appreciated.

The number and enthusiasm of participants from representative institutions have been noted. We approve this spirit of shared purpose and extend our congratulations to all who have contributed to the success of this convention.

We express our thanks to the management and staff of the Statler Hotel, members of the news services, and to all other individuals and agencies that have contributed to our comfort, enjoyment and progress.

## Financial Report and Proposed Budget

The following report was submitted by Marvin Knudson and adopted at the 34th annual convention of the American Association of Junior Colleges, March 8-10, 1954.

Reserve Funds, Chevy Chase Savings and Loan Association ..... \$8,793.51

### CURRENT FUNDS

	<i>1953 Budget</i>	<i>1953 Actual</i>	<i>1954 Proposed</i>
Cash brought forward .....	\$ 1,097.29	\$ 1,097.29	\$ 3,093.38
<b>INCOME</b>			
Membership dues .....	27,500.00	28,621.50	28,000.00
Junior College Journal .....	7,000.00	7,849.21	8,400.00
Washington Newsletter .....	125.00	264.11	250.00
Other Publications .....	2,200.00	2,547.00	2,400.00
Miscellaneous Income .....	325.00	247.12	125.00
Honoraria & Travel Income .....	800.00	1,285.00	2,800.00
Annual Meeting .....	2,300.00	3,390.60	1,600.00
	<hr/> \$41,347.29	<hr/> \$45,301.83	<hr/> \$46,668.38
<b>EXPENSES</b>			
Ex. Sec'y, Salary & Retire .....	\$10,000.00	\$10,000.00	\$12,000.00
Ex. Sec'y, Travel & Expense .....	944.91	944.91	2,800.00
Office Salaries .....	6,740.00	6,688.20	7,200.00
Social Security .....	160.00	154.07	250.00
Office Expenses .....	3,634.00	3,617.42	3,700.00
Junior College Journal .....	8,689.63	8,702.18	9,000.00
Washington Newsletter .....	1,200.00	1,040.91	1,200.00
Other Publications .....	2,151.04	2,119.99	2,200.00
Annual meeting .....	1,500.00	1,482.18	1,600.00
Board of Directors .....	1,937.57	1,937.57	2,000.00
Research Committees .....	975.12	975.12	1,000.00
University of Texas .....	2,080.00	2,080.00	2,080.00
Miscellaneous Expenses .....	560.00	498.70	560.00

	<i>1953 Budget</i>	<i>1953 Actual</i>	<i>1954 Proposed</i>
Capital Expense .....	475.00	377.20	600.00
Contingencies .....	.....	.....	271.89
Reserve Fund .....	300.00	300.00	206.49
<b>TOTAL EXPENSE .....</b>	<b>\$41,347.29</b>	<b>\$40,918.45</b>	<b>\$46,668.38</b>
Cash on hand—Riggs National Bank .....		<b>\$ 4,383.38</b>	
		125.00	125.00
Membership dues for 1954 paid in 1953 carried forward .....		615.00	
Annual Meeting collections in 1953 for 1954 .....		675.00	
			<b>\$ 1,290.00</b>

Leaving a balance of \$3,093.38 cash carried forward as above.

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## Current Publications Received of Interest to Junior College Readers

Adams, Fay. *Educating America's Children*. (Second Edition.) New York: The Ronald Press Company, 1954. Pp. x+628. \$5.

This volume is intended as a textbook in the curriculum and methods of teaching in the elementary school. It provides practical and useful techniques for the teacher.

Anderson, Ronald A., Pomeroy, Dwight A., and Kumpf, Walter A. *Business Law*. (4th Edition.) Cincinnati, Ohio: South-Western Publishing Co., 1952. Pp. xiii+975.

This book is designed for a basic collegiate course in business law. This 4th edition is a careful and thorough revision of the successful book which has been used in more than 400 colleges and universities.

Brown, Francis J. *Educational Sociology*. New York: Prentice-Hall, Inc., 1947. (5th Printing, 1950) Pp. xiv+626.

The approach to this study is not that of social problems nor of problems of education, but rather that of pointing the way to a solution of problems through a knowledge of the social processes and their significance in the whole range of education.

Brown, Francis J. (ed.) *University and World Understanding*. (American Council on Education Studies.) Washington: American Council on Education, 1954. Pp. viii+97. \$1.00.

This report of a conference of Fulbright scholars on education tells of the meetings which permitted the Fulbright scholars together with representatives of American colleges and universities "to explore purposes and trends in university education; to develop a better understanding of common elements & differences among universities throughout the world; and, to appraise means for improving international communication among university administrators & scholars."

Brown, Kenneth Irving. *Not Minds Alone*. New York: Harper & Brothers, 1954. Pp. xv+206. \$3.00.

This book written by a distinguished educator makes an appeal for the recovery of religious values in our schools and colleges as an indispensable factor in educating the whole person.

Brown, William F. and Holtzman, Wayne H. *Survey of Study and Habits and Attitudes*. New York: The Psychological Corporation, 1953.

An easily administered measure of study methods, motivation for studying, and certain attitudes toward scholastic activities, this test and its results should prove relevant in counseling situations.

*Censorship and Controversy*. (Report of the Committee on Censorship of Teaching Materials for Classroom and Library.) Chicago: The National

Council of Teachers of English, 1953. Pp. 56. \$ .75.

The purpose of this report is, in part, to discriminate between the responsible and irresponsible criticisms and to suggest procedures for keeping the criticism at an intelligent and constructive level.

Chaucer, Geoffrey, *The Canterbury Tales*. Translated into modern English prose by R. M. Lumiansky. New York: Rinehart & Co., Inc., 1954. Pp. xxviii+482.

Translation of this book has been undertaken for the reader or student who will devote only a few weeks to Chaucer. In this translated version he can cover the whole book in rather brief time, thus gaining a clear notion of Chaucer's outstanding achievement.

Cole, Luella. *Psychology of Adolescence*. (4th edition.) New York: Rinehart and Co., Inc., 1954. Pp. xvi+712. \$6. This present edition differs from its predecessors in the substitution of more recent studies for such reports as have become outdated, in the inclusion of more interpretation on the data, and in the emphasis upon material from recent studies in personality and sociometry.

Commins, W. D. and Fagin, Barry. *Principles of Educational Psychology*. (Second Edition.) New York: The Ronald Press Co., 1954. Pp. xvi+795. \$5.75.

This revised textbook for courses in educational psychology maintains the viewpoint of the first edition: the common ground of psychology and education lies in the field of mental development.

Dallmann, Martha and Sheridan, Alma. *Better Reading in College*. New York;

The Ronald Press Company, 1954. Pp. v+308. \$3.

This text and workbook aim to give college students a sound basis for the analysis of their reading habits and to explain skills necessary to improve reading ability. It also provides suitable exercise material for the development of these skills through repeated practices.

Garland, Hamlin. *Main - Travelled Roads*. (With an introduction by Thomas A. Bledsoe.) New York: Rinehart & Co., Inc., 1954. Pp. xlv+185. \$ .75.

This edition reproduces, with few changes, the text of the first edition, published in 1891.

Gruhn, William T., *Student Teaching in the Secondary School*. New York: The Ronald Press Company, 1954. Pp. vi+306. \$4.25.

The purpose of this book, which should be helpful as a textbook, is to provide the student teacher with a better understanding of his responsibilities. It may also be used as a basis for conferences and as a general guide to which the student may refer for help in all his teaching activities.

Henry, Nelson B. (ed.) *Citizen Co-Operation for Better Public Schools*. (The Fifty-third Yearbook of the National Society for the Study of Education. Part I.) Chicago: The University of Chicago Press, 1954. Pp. xvii+304+vi. \$4.00.

In this book the members of the yearbook committee and their associated contributors have given full expression to the underlying motives of this conception of school management, illustrating and interpreting the processes and outcomes of co-operative endeavor in a variety of social settings.

Henry, Nelson B. (ed.) *Mass Media and Education*. (The Fifty-third Yearbook of the National Society for the Study of Education. Part II.) Chicago: The University of Chicago Press, 1954. Pp. x+290+lxvi. \$4.00. The present volume is concerned with the learning experiences of school children and with problems pertaining to the enrichment of classroom instruction through the introduction of and emphasis on audio-visual materials.

Hunt, Sir John. *The Conquest of Everest*. New York: E. P. Dutton & Co., Inc., 1954. Pp. xx+300. \$6.00.

In this book, Sir John Hunt, leader of the British Expedition, gives the complete, authoritative, and deeply moving story of the conquest of Mount Everest.

Hutchins, Robert M. *The Conflict in Education*. New York: Harper & Brothers, 1953. Pp. 112. \$2.00.

In this book the shortcomings of today's higher education in America are analyzed both as to philosophy and practice.

*Invitation to Youth*. Educational Division, Institute of Life Insurance. New York: Institute of Life Insurance. Pp. 32.

This booklet sets forth job opportunities in the life insurance business and points the way toward rewarding careers with the nation's almost 800 life insurance companies.

Karrenbrock, W. E. and Simons, Harry. *Intermediate Accounting*. (2nd Edition.) Cincinnati, Ohio: South-Western Publishing Co., 1953. Pp. xii+947.

Designed for a one-year course in intermediate accounting, this volume provides in each chapter a step-by-

step presentation of fundamental logic underlying the accounting procedure.

Larson, Greta LaFollette. *Business English Essentials*. New York: Gregg Publishing Division, McGraw-Hill Book Company, Inc., 1953. Pp. 172. This book offers an integrated presentation of the fundamentals of business English. It contains exercises which present the fundamentals of grammar, punctuation, spelling, and letter writing, in short, easy-to-teach lessons.

Lash, Henry (ed.) *Current Literature in Vocational Guidance*. (Revised edition.) Los Angeles: Los Angeles Trade - Technical Junior College, 1953. Pp. vii+27.

This study attempts to bring to junior college administrators, counselors, librarians, teachers, and students a good picture of the current literature in the challenging field of vocational guidance.

Lloyd-Jones, Esther and Smith, Margaret Ruth. (eds.) *Student Personnel Work As Deeper Teaching*. New York: Harper & Bros., 1954. Pp. xii+361. \$5.00.

This comprehensive analysis of student personnel work primarily at the college level brings together the thinking of 25 authorities in the field.

Matz, Adolph, Curry, Othel, J., and Frank, George W., *Cost Accounting*. Cincinnati, Ohio: South - Western Publishing Co., 1952. Pp. x+805.

In this book the authors make an authoritative, modern, and complete presentation of cost accounting as a tool of management.

Mills, Gordon H. and Walter, John A. *Technical Writing*. New York: Rinehart & Co., Inc., 1954. Pp. vii+463. \$4.50.

The purpose of this book is to discuss the principles and practice of the kind of writing required of engineers and physical scientists as part of their professional work.

Noble, Howard S. and Niswonger, C. Rollin. *Accounting Principles*. (6th edition.) Cincinnati, Ohio: South-Western Publishing Co., 1953. Pp. x+755.

This book is practical as well as pedagogically sound, with the needs of the first-year accounting student kept constantly in mind.

Noble, Stuart G. *A History of American Education*. (Revised Edition.) New York: Rinehart & Co., Inc., 1954. Pp. xx+552. \$5.00.

In this revised edition organization of the text has been modified somewhat; results of recent research have been noted; and significant new titles have been added to the bibliographies of the earlier chapters as well as the later ones.

Romine, Stephen A. *Building the High School Curriculum*. (Douglas Series in Education). New York: The Ronald Press Company, 1954. Pp. xi+520. \$5.50.

This book provides a comprehensive survey of the secondary school curriculum in all its interrelationships. It is designed for use in college and university classes and as a handbook for those actively engaged in curriculum building in the field.

*Shall I Study Pharmacy?* Ann Arbor, Michigan: The American Association of Colleges of Pharmacy. Pp. 32. \$.35. This authoritative, and up-to-date career brochure on pharmacy has

been recognized within the profession. Designed for students, it may be ordered from R. A. Deno, University of Michigan, College of Pharmacy, Ann Arbor, Michigan.

Stevenson, Robert Louis. *The Master of Ballantrae*. (With an introduction by Leslie A. Fielder.) New York: Rinehart & Co., Inc., 1954. Pp. xxxi+273. \$7.75.

An interesting and analytical introduction precedes this book by a literary master.

Stone, Calvin P. (ed.). McNemar, Quinn. (associate ed.) *Annual Review of Psychology*. (Vol. 5.) Stanford, California: Annual Reviews, Inc., 1954. Pp. ix+448. \$7.00.

This book, and others in the series, are designed for those engaged in teaching and research and whose background knowledge of the subject is already well established.

Stone, Wilfred H. and Hoopes, Robert (eds.) *Form and Thought in Prose*. New York: The Ronald Press Company, 1954. Pp. x+748. \$4.00.

The aim of this book is to cultivate the student's ability to read critically, think consistently, and write clearly.

Wattenbarger, James L. *A State Plan for Public Junior Colleges*, Gainesville, Florida: University of Florida Press, 1953. Pp. xii+83. \$1.50.

Dr. Wattenbarger's proposal for a state system of junior colleges should be stimulating and helpful to laymen, public school officials, and educators who wish either to organize a system of junior colleges or to improve an existing organization.

*Recent Writings . . .*

## JUDGING THE NEW BOOKS



FRANK J. BERTALAN (Compiler.) *Books for Junior Colleges*; a list of 4,000 books, periodicals, films, and filmstrips. Chicago: American Library Association, 1954. Pp. 321. \$7.50.

Here at last is the book list which has been eagerly awaited by junior college administrators and librarians alike since its inception more than four years ago. It is designed to fill a need which has been increasingly felt during the past few years for an up-to-date list of in-print materials on the junior college level. It supplements but does not replace Foster E. Mohrhardt's *A List of Books for Junior College Libraries*, compiled for the Carnegie Corporation of New York Advisory Group on Junior College Libraries in 1937, since titles included in Mohrhardt are not repeated in the new list unless they have been revised or enlarged.

The new book is attractive physically, with a modernistic cover design and thoroughly legible typography on white paper of good quality.

This new bibliography is the result of a cooperative venture on the part of the American Association of Junior Colleges, the American Library Association, and more than 100 junior colleges from all parts of the country. As Dr. J. P. Bogue aptly remarks in the foreword: "If a library book list ever came from what is called the grassroots, *Books for Junior Colleges* is it." The compiler, Frank J. Bertalan, who is chief of the Library Services Section, Legislative Reference Division, Library of Congress, describes the evolution of the list as follows:

One of the first steps in this project was a study and analysis of 115 junior college catalogs selected at random. From this study the frequency of course offerings in 46 large and 69 medium and small junior colleges was determined. This analysis also served as a tentative guide in the selection of subjects and in the allocation of the number of titles to be included under each of the subjects. . . .

All junior colleges in the country were then requested to submit recommendations of titles of books, periodicals, films, and filmstrips in those subject areas in which they felt their faculty members were particularly qualified. Over 100 institutions responded and recommended upwards of 50,000 entries. Preliminary lists, based on frequency of nomination, were sent to at least three, and for some subjects, to four or five strong departments in carefully chosen junior colleges for review and comment. The outstanding departments in the various institutions had been recommended to the compiler by 12 of the leading and nationally known specialists in the junior college field. The individual entries were graded by the reviewing departments; from a correlative study with the frequency of nomination, the final entries were selected.

The list totals 4,052 items, including books, periodicals, films, and filmstrips, all in print. Each entry gives complete bibliographic data, price, Library of Congress card number when available, purchase price or rental fee for motion picture films and filmstrips. There are 23 departmental divisions as follows: business, classics, economics, education, English, fine and applied arts, foreign language, general works, health and physical education, history, home economics, mathematics, music, nursing arts and public health, philosophy, physical sciences, political sciences, psychology, religion, sociology, speech and dramatics, vocational and technical arts. This last department includes the following: aeronautics, agriculture, air

conditioning, architecture and architectural drawing, auto mechanics, blueprint reading and production, brick masonry, cabinet making, carpentry, construction essentials, cosmetology, diesel engineering, electricity, forestry, foundry and forging, interior decoration, machine shop, mechanical drawing, painting and decorating, pattern making, photography, plastics, plumbing, printing and typography, radar, radio electronics and repair, refrigeration, strength of materials, sheet metal work, television repair and maintenance, upholstery, watchmaking, welding, and woodworking.

The index covers 72 pages, but it includes only authors and departmental headings. There are no title entries except where main entry is under title, no subject entries and few cross references. The index is of great importance to the user, since titles are not repeated in overlapping departments, but are listed in the body of the book only once. For this reason, it seems that a subject index would have made the book easier to use.

The Bertalan list, as compared with the Mohrhardt compilation, reflects the changing emphasis in the junior college curriculum. It will be noted in Table I that all the traditional subject matter fields, with the exceptions of music and mathematics, have a smaller percentage of titles in Bertalan than in Mohrhardt. On the

other hand, in the scientific fields, the percentage is sharply increased in Bertalan, and four entirely new departments have been added in Bertalan to cover materials that were not included in Mohrhardt, viz., business, nursing and public health, speech and dramatics, and vocational and technical arts. The largest group of titles (over 11% of the total number) in Bertalan is found in this last named department, while English had the largest percentage of books in the Mohrhardt (over 15%). History and

foreign language both ranked high in Mohrhardt (12.71% and 10.67%, respectively), but they have both declined drastically in Bertalan (7.62% and 3.92%, respectively). Conversely, physical science and home economics show a decided percentage increase in the Bertalan list over Mohrhardt.

Some of the decline in the proportion of materials in the academic fields is a result of the principle adopted by the compiler of repeating titles listed in Mohrhardt only if they have

TABLE I

*Comparison of the Number of Entries in Comparable Departments in Mohrhardt and Bertalan*

Department	Percent of Total Number	
	Mohrhardt	Bertalan
Biology .....	3.93	4.96
Business .....	No department	5.75
Classics .....	4.17	.39
Economics .....	6.30	4.37
Education .....	4.19	2.24
English .....	15.75	7.87
Fine and applied arts .....	4.35	5.45
Foreign languages .....	10.67	3.92
General works .....	13.4	4.26
Health and physical education .....	1.90	3.03
History .....	12.71	7.62
Home economics .....	1.82	5.06
Mathematics .....	1.03	2.41
Music .....	2.09	4.56
Nursing arts and public health .....	No department	1.43
Philosophy .....	2.41	1.75
Physical sciences .....	2.53	6.39
Political science .....	3.97	3.67
Psychology .....	2.23	3.59
Religion .....	2.72	2.11
Sociology .....	3.83	3.75
Speech and dramatic arts .....	No department	4.34
Vocational and technical arts .....	No department	11.08
Total .....	100.00	100.00

been revised or enlarged. However, the addition of such departments in the Bertalan list as business, nursing, and vocational arts, precludes the criticism (which was made of the Mohrhardt list when it appeared) that the traditionally academic private junior colleges have been accepted as the standard for the list. The library needs of the public junior college which serves its community by offering a wide variety of vocational as well as cultural training are clearly reflected in the present bibliography.

It goes without saying that *Books for Junior Colleges* is a "must" for inclusion on the shelf of professional tools in every junior college library. It will serve not only as a buying guide for the strengthening of weak departments (to say nothing of weak spots in otherwise strong departments) but also as a rough standard for a bal-

anced collection. Some junior college library committees may even be influenced in apportioning their book budgets among the departments by the relative strength of the departments in this bibliography. If the list is used for this purpose, allowance must be made for the fact that it contains no fiction whatever.

Librarians in all institutions which serve students of freshman and sophomore level should find this book useful. The material which it includes is up-to-date and of high quality—exactly the type of material needed, particularly in the sciences but also in other fields. It is at a premium in all libraries and must be available if the intellectual curiosity of students is to be stimulated and real learning is to take place.

PAUL VAGT,  
Howard County Junior College

# Selected References

MARVIN L. BAKER



MILLER, VAN, "The Administrator's Role in Instruction—His Preparation for a Three-fold Role." *The School Executive*, 82-83, February, 1954.

The preparation of the administrator for his role in instruction is considered with respect to the following three initial assumptions:

1. The primary task of the school is instruction. The school is an educational agency concerned not only with organized instruction but with the educational impact of all that it does. It is concerned with the effect of its impact on the community people and staff members as well as on pupils.

2. The training of school administrators begins with concern for instruction and for leadership in program development. Although this ability generally results from the teacher's training or from his experience as a teacher of a particular subject, the administrator's preparation must be broadened to take care of the total program.

3. Since the teachers are specialists in their respective areas, it would be impossible to expect the administrator to

know more about each of their fields than they do.

The unique role of the administrator lies in his responsibility for evaluating and goal-setting and for coordinating and integrating. Four areas are involved in his preparation for this unique role. They can be summarized as follows:

1. Training in community analysis and the process of social change.
2. Understanding of human development.
3. Possessing an overview of educational program and organization.
4. Knowing group and individual learning theory.

The good administrator must know how to be understood. He must have a good understanding of communication theory and media. He needs an understanding of organization, both formal and informal, for morale-building, planning, and evaluating.

As a facilitator the administrator needs a knowledge of school material and staffing. He should have a knowl-

edge of the many resources upon which the school can draw, such as: places to be visited, articles to be lent to the school, individuals who can serve the school, and anything which might enrich the school program. His knowledge of material should include building planning, operation and maintenance, supplies and equipment. His knowledge of staffing must include employment procedures, personnel ad-

ministration, staff organization, and assignment.

In this article Dr. Miller does not seek to make the administrator a multi-faced individual but rather wishes him to be able to utilize knowledge of specialists appropriately and to coordinate their work.

The administrator does not need to be a jack-of-all-trades but to be a good coordinator.

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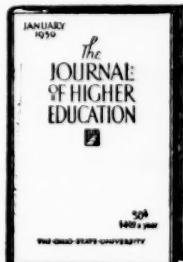
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